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ABSTRACT

This book contains descriptions of 128 games for children and adolescents and is designed as a guide for parents, teachers, and play leaders. Following an introduction summarizing the educational background for each type of game, the book is organized into seven areas: (1) races; (2) duels; (3) small wrestling matches; (4) games of ability and skill; (5) activity games; (6) games of blind man's buff; and (7) games for all ages. Recommended ages and necessary materials are given for each game, and music notation for each game is included. (KB)

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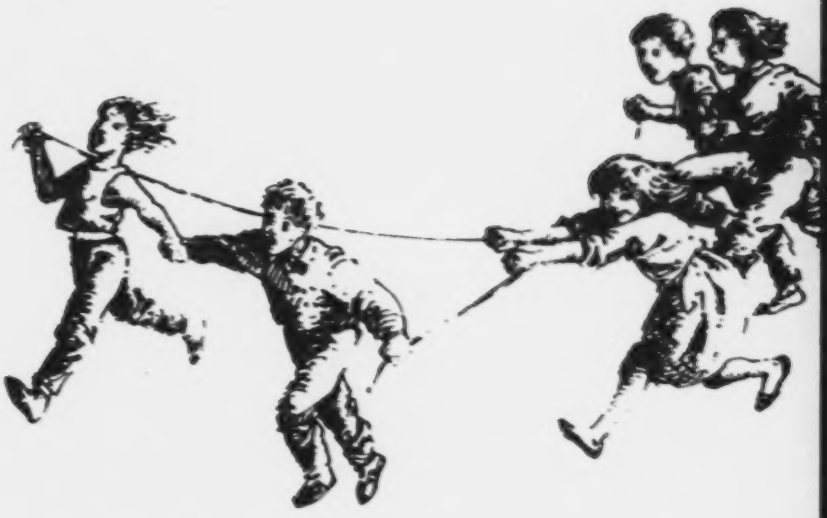
# Child's Play 3

## Games for life for children & teenagers

**Wil van Haren &**
**Rudolf Kischnick**



# Child's Play III

***Games for life for children and teenagers***

*Running races, duels, wrestling matches, activity games, games of skill and agility, and ball games.*

*Wil van Haren and Rudolf Kischnick*
*Translated by Plym Peters and Tony Langham*

Hawthorn Press

Translated from the Dutch, *Het grote spelenboek* by
Wil van Haren and Rudolf Kischnik

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# INTRODUCTION

At last here is the first book of a 3-volume collection of children's games which covers the entire period during which a child develops from a toddler to an adult, and which can be used as a reference work and educational guide for parents and teachers. It very often happens at school and at home, at youth clubs and centres, at camps and on school trips, as well as on other occasions, that a game is unexpectedly needed, and as an adult, you do not always have something ready at hand for every specific group. There are plenty of books and paperbacks on playing and games, but most cover only a limited range, and barely touch on the very games which are so important for children, particularly circle games and games involving movement. I am convinced that this series meets a great need, and that it should be close at hand wherever people are working with children.

We will begin by looking at the child's relationship to games. This relationship has changed a great deal in the last few decades. Not only have new types of games usurped the place of traditional games and replaced them, but the children's attitudes to games have also changed. Increasingly you come across children who simply do not know what to do with themselves, and when they are asked to join in a game, they're either tired or don't feel like it. It rarely happens that these children are so caught up in a game that they are taken over body and soul. The actor in them has been replaced by the observer. Films, television and video keep children entertained more than simple traditional games. Many children have never played with a top or a hula-hoop; others only know what walking on stilts is because they have heard about it. Blind Man's Buff and Hide and Seek are played less and less frequently, and many children no longer know what a game of rounders is. And yet a large number of these and similar games, which we see depicted in Brueghel's famous painting, were played on every street corner not long ago. They are a valuable cultural heritage that is in danger of being lost. Playing with modern mechanical toys, the child participates in the movement with only half his soul or even without it altogether.

But what is a game, if the player isn't completely caught up in it? We can only really answer the question of what we should be doing with our children, if we try to gain an insight into what our children really need at particular ages. In this series, Wil van Haren and Rudolf Kischnick focus attention on the fact that the importance of children's games lies not only in the movement of the body, but that it is above all a matter of the soul "moving along" with the game. The child's soul as well as his body should be involved. To make this possible his imagination must be stimulated, and depending on the child's age, cheerful rhymes, question and answer games, specific names or gestures are therefore essential. It is these things that act as an inspiration – when they are absent, the game becomes automatic. For children it is extremely important to be inwardly caught up by something. They must be involved with all their soul. As adults, we should, wherever possible, try to nourish the world of the imagination in which the child lives, and which is so difficult for us to enter.

This collection of old and new games is not only intended as a reference work, but also as a sort of educational guideline. A brief resumé of ideas on the educational background of each game follows its description. To do this, the authors were able to make use of their many years of experience with schoolchildren. The ideas are based on Rudolf Steiner's humanist philosophy, as it is used nowadays in Steiner schools.

The authors and the compiler deliberately chose not to draw up an "encyclopedia" of children's games. The games were selected in such a way that anyone who is using this series will acquire a feeling for what is really important in children's games as they read through the book. The stimulating aspect is that by understanding the background of the games, the reader will gain an insight into which games are most suitable for a particular situation, and for a particular group of children. In addition, this allows the reader to think of countless variations on the games described.

*Child's Play* is divided into three books. Wil van Haren is the author of Book 1, and Books 2 and 3 were written by Rudolf Kischnick.

**Book 1** is aimed above all at toddlers and contains over ninety circle games, singing games and games based on traditional crafts.

The author shows how the element of form can play an important role in circle games, supporting the child's developmental process. **Book 2** is divided into sections according to age, and gives descriptions and backgrounds of games with movements which accompany the developmental stage of the child at any given moment. **Book 3** is divided according to subject matter and covers races, contests, games for two teams, dexterity games, activities, blind games, and a chapter of cheerful games for young and old.

By far the majority of games which are described in this series can be played without any special props, on any occasion where children come together. You need only a few simple things, such as rubber rings, balls, a rope, a few poles or stakes, and obviously plenty of space, and you can start playing.

A ground plan is included with most of the descriptions of games, so that the game leader has an immediate idea of the starting position of the game concerned, the area of the space required, and the arrangement of the players. In addition, the age of the players, the number of players, and any props which might be needed are mentioned for each game, as well as whether the game is suitable for playing indoors or outdoors. The indication of the age shows at what stage the game concerned is most suitable for the child's development.

To make the books as useful as possible, and to help you choose a game as quickly as possible, two indexes are included at the back of each book: one listing the names of the games alphabetically, and one based on age.

Finally, the authors and the compiler express the hope that this collection will find its way into every school and every family, to youth clubs and centres, and any other place where children play. They also hope that many readers will be stimulated to rediscover children's games for themselves, so that the character of each individual game can come to life in them.

*Jaap Verheij*

## FOREWORD TO THE ENGLISH TRANSLATION

This is Volume III of a projected three book translation of Wil van Haren and Rudolf Kischnick's *Het grote spelenboek*. The poems and songs in the first two volumes, require considerable translation work and will be published in 1995. The active games in Volume III are far more straightforward to translate.

Games primarily for younger children abound in the other two books of the the *Child's Play* series: Part 1 – for children 4-9 years old, and Part 2 – for children 7-12, year by year game recommendations, with a section for those 14-17.

*Martin Large*

Part 3 Races, games of skill, games for different occasions (various ages).

## 3.1 INTRODUCTION

### Running races

Running races as a method of developing the personality was fully recognized by the Greeks. This is not particularly surprising when we remember that the winner is always first. In an age when it was, above all, a matter of developing the personality, there certainly was hardly a better method than running to urge the individual on so that he could come fully into his own. We know that running races were the oldest Olympic races, and for thousands of years they have maintained their exceptional importance.

Running has a central position between walking, which is more earthbound, and jumping, which reaches upwards. Every runner is in this middle area, and the phenomenon of running itself is actually related to finding an equilibrium between elements above and below, between heaviness and lightness. That is why it is good for children to learn to run fast and well in a flowing movement, because the movement itself has an effect on their entire well-being. It is always easy to see that children who like running and run well are full of life force. Thus if running is practised and elevated to a competitive principle, this form of exercise will also have a strengthening effect on man's central areas and on his life force. Obviously running races took place even before the Olympic games of antiquity, but they did not run these races for their own sake. The great achievement of the Greeks was that they saw the creative value of this form of physical exercise for mankind. When people run in such a way that it fully expresses the character of the movement, there is a wonderful interplay of forces. Anyone who has ever experienced this physically has achieved an element of his humanity.

Of course there is also an element of ambition in everyone, and this certainly entailed a danger in the Greek and Roman cultures. However, this tendency was effectively opposed by elevating running to an artistic status. Two things were brought in equilibrium: the experience of movement based on a general principle, and the special need of the Self to be first. It was permissible for the individual to distinguish himself by running, because a good runner is closer to an elemental principle which is no less than the expression of the true and complete nature of man.

This fact can still be used to our advantage today, because in the course of his development the child is confronted with similar problems. At the ages of eleven and twelve, he is taken over by strong expressions of the will, which can reveal rather selfish traits. He discovers his personality and wishes to compete with his friends. At this stage, running can play the same role as it did for the Greeks. Running can contribute to the healthy development of the child's personality. It is a healthy sign when a child is burning to be first in a race. This does not bring him to inner conflict, because the race as such has a harmonizing and stimulating aspect. In contrast, it would be wrong and damaging to make a child do too many bar exercises. Exercises of this sort mean that the division between the child's body and soul is increasingly consolidated.

This danger is not present in running races, because the movement can be taken over by the life forces, if it is exercised in the right way. The secret of this movement consists of a fusion of strength, rhythm and form in such a way that they produce a new sort of character. This character is present in everyone, but during the course of human development man becomes increasingly alienated from it. However, to a greater or lesser extent, the dynamism of the life forces can be stimulated to move again by exercises such as running. When we remember how important it is to strengthen the life forces between the ages of seven and fourteen, this sheds a very different light on the encouragement of running, both in races and in games involving running.

What applies to running races also applies to relay races. However, in this case it is not the egoism of the individual that is concerned, but the egoism of the group. This is important from an educational point of view because there are always quite a number of schoolchildren who cannot relate to running and suffer from their lack of joy in movement. They do not join in, because they know that they cannot achieve much in this respect. For these children, relay races are an extremely healthy therapy. Within the group, they have to make a huge effort, and their team mates will make sure that they do so. More than anything, the children fear the taunts and mockery of their contemporaries, and therefore they always make the greatest effort when every eye is upon them.

However, relay races are a valuable educational activity for all participants, because they reveal good and bad patterns of running to everyone. It feels good to see children running simply and well, and the opposite applies when they run badly. This education for

spectators raises the general standard, for everyone wants to copy those who are good at running. Before children reach sexual maturity they learn to do things incredibly quickly, and easily acquire habits based on observation.

Obstacle races have a special place in the range of races. They confront the child with special tasks and situations which are not always easy to solve. The difficulties can be of very different natures. The best must be the obstacle consisting of hurdles. In this respect, we can give free rein to our imagination. All sorts of activities can be involved: climbing, jumping, throwing, catching, crawling, balancing, dressing up, picking things up, carrying and transporting objects and so on. Depending on the choice of the objects and other circumstances, it is possible to create all sorts of exciting, tense, comical and artistic situations. When it is his turn, the child becomes an actor who must carry out a particular task for spectators.

In contrast with running as such, which is seen as a sort of basic spiritual phenomenon, this form of race has a greater effect on the soul. The participant is concerned with an individual fate, and spectators empathize with him and give a sigh of relief when he succeeds in something, but hold their breath when he does not succeed. Both aspects, the spiritual aspect of running itself, and the aspect of the soul in obstacle races, are of great importance for education. In the first case, the child simply follows himself while in the latter case he is embedded in a web of necessary contingencies which he must carry out as well as possible. When he is simply running, we might say that he is breathing in the essence of freedom, while the obstacle race entails an element of duty. From this point of view, both activities clearly have a place in an educational framework.

**Duels**

In everyone there is a drive to dominate and have the last say. Admittedly the lust for power is a quality which is often concealed and appears only on certain occasions, but it is always there. The emergence of the individuality in the foreground inevitably means that the ego is emphasized more strongly and placed in the foreground.

In the child this tendency is not apparent at first. It is not until the age of nine that the personality starts to develop and attention

should be devoted to the activities described here as duels. The complete development is aimed at the whole personality, which must become a separate entity and develop its individual strengths. It is only when the separation has become consolidated and a precise border can be drawn between the Self and the environment, that a need awakens in the personality to become reunited with the qualitative content of activities. However, it is only in children who are given an opportunity to discover their own limits in games involving fierce duels against an opponent, that the other side of existence, aimed at spiritualization, opens up.
Strife and victory are preparations for the development of the Self and the conquest of the Self. Healthy, happy duels between knights, pushing and pulling games, war games, tug-of-war, duels with sticks and so on, are a vital part of education because they help to form the individual characteristics of the maturing personality. Important structural elements would be lacking if youngsters were not given the opportunity of testing their own strengths against others, developing these strengths, as well as achieving a concordance.

**Small wrestling matches**

A study of the curriculum and the work done in our schools shows that one area of physical education is greatly neglected, and that is wrestling. Wrestling has been replaced by large competitive games, such as handball and football, which take up almost all the time. This development might be applauded if there were a need for this in schoolchildren, but in fact, that is not the case at all.
Watching children of different ages it constantly becomes clear that there is a need to compete with others in a very elementary way, i.e., by play fighting, wrestling, fighting, rough and tumble, or whatever you want to call it. The fact that this is not always taken into account properly is undoubtedly related to the difficulty of achieving it from a technical point of view. The first requirement is a suitable surface. This could be a pit full of sand or a large mat.
Another objection that is often heard is that you must have experience of the way in which wrestling can be introduced to schoolchildren in an acceptable way. However, practice has shown that this is not the case. It is not at all necessary to practise particular

holds; it is sufficient merely to provide certain valves through which excess forces can escape. One of the objectives of physical education is to give the pupil the feeling that he has done his best and has made every effort. This should be followed by a feeling of well-earned relaxation; the child has expressed himself in a healthy way and is ready to see how others do this. This point of view is also important.
The wrestling competitions included in this part of the book give teachers some suggestions which can be adapted or changed as they think fit. They have been practised by pupils of different ages in the form described here, and have proved their value.

**Games of skill and agility**

Games of skill and agility include a number which stimulate the players in a very special way. Clumsy people have a difficult time in life because they are in some way never considered to be fully competent. Man's true nature is such that his actions can be considered to be ethical and moral behaviour in the fullest sense of the word. But this also entails a certain degree of control of manual skills. The activity should not be clouded by uncertainty or inadequacy, but should radiate the certainty and skill which is part of a true personality, so that it is apparent what the child really wishes to express.
In order to achieve this, a child has to start working on these skills at an early age and should endeavour to learn to relate to externals in harmony with his inner predisposition. Whether it is a matter of simply throwing and catching, or of more complicated movement, everything undertaken in this respect creates contacts, produces connections with the real world and ensures that a person learns to relate to his environment in a lively way. Dead things come to life, an interest is awoken in objects, and this promotes a love of life.
There is a close relationship between grasping in a literal and metaphorical sense, for doing and thinking are not as far removed from each other as many people suppose.

**Activity games**

Activity games are games which do not so much have a competitive or playful character, but are more inward looking. A child can play these games on his own or with just a few other players for long periods of time. Playing with a top, hop scotch, and above all, marbles, belong to this category of games. They produce a very necessary counterbalance with a tendency to look inward. The running games tend to make the child look outwards, while activity games are focused on the inner self. Although the element of movement is certainly not lacking, for example in skipping, swinging and rollerskating, these activities nevertheless have a beneficial effect on the child's spiritual strength because of their repetitive nature. The same movements are repeated over and over until they eventually become habitual.
However, the best thing we can give a child is meaningful habits, for every game has inner forces and affects the strengths of the child with the delicate stimuli produced by the game. At this point, the child is still entirely open to spiritual and moral qualities. Many of the activities described in this book contain a hidden symbolism which refers to the depths of existence and can give the child a feeling of profound satisfaction because he discovers something in this physical activity which indicates the cosmic background of his own origin.

**Blind man's buff games**

Nowadays it has been almost entirely forgotten that different games of blind man's buff were extremely common and popular not so very long ago. People would come together of an evening or on a Sunday afternoon; everyone would bring their scarves and would play games of "blind cow", "hit the pot", "hit the wire", "hit the goose", "hit the stick" and games with tops etc. Special prizes would be awarded; cockerels, geese, or even a sheep. In games of hitting the pot they would not use tin cans, but earthenware pots or clay pots which really did break into pieces. Anyone who could break the pot with three blows within three minutes would be given what was underneath the pot. In addition to these prize games, there was a large number of group games of which "blind cow" is the best known. It is no exaggeration to say that

this has been played throughout history by people all over the world. In the age of German idealism it was considered to be in very good taste. For example, Schiller wrote that he spent his time eating, drinking and playing blind cow. In accordance with the character of the people, the game was not called "blind cow" everywhere, but is also known as blind chicken (Spain), blind fox (Iceland), blind mouse (Serbia), blind old man (Poland).

*Rudolf Kischnick*

### 173 Round-up race

– *from 7 years old*
– *2 players or 2 groups of players*
– *2 high jump stands*

Two high jump stands are placed at a distance of about 6 metres. One runner stands next to each stand, and they both run round trying to catch up with each other. Groups can also compete with each other, but in this case the distance between the stands has to be a bit greater.

*This type of race has a great attraction for pupils of all ages. In contrast with the many variations of relay races, this type of race is undoubtedly preferable. Chasing and being chased is an ancient theme. Anyone who cannot keep up, loses out. The faster runners pave the way and represent progress itself. Finally, being overtaken has an aspect of destiny, because anyone who cannot keep up with life in one way or another can find themselves out of the game. Depending on the age of the child, it may be necessary to relate the basic pattern of this race to the imagination by choosing creatures from the animal kingdom, mythology, etc.*

### 174 Bridge relay race

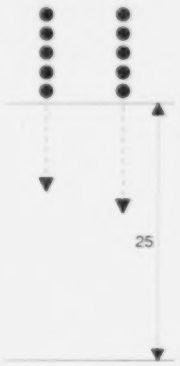
Two groups of players stand behind each other and bend over. Each player holds the person in front of him around the waist. The last player must move forwards over the backs of the others. As soon as he touches the ground, he calls loudly: "Finished", and then it is the next child's turn. The team which is the first to get right round is the winning team.

– *from 9 years old*

### 175 Relay race throwing a ball

Two teams stand in a row next to each other, behind a line. Parallel to this line, a second line is drawn at a distance of 25 metres. At a sign from the umpire, the first player in each team starts to run, and as soon as he reaches the line on the other side, he throws a ball back to the next player in his team. This player must try to catch the ball behind the line or to get hold of it in another way so that he can also run to the other side like his predecessor. Then he throws the ball back as well. This continues until everyone is at the other side.

– *from 13 years old*
– *a small ball*
– *outside game*




*This race is very demanding on children, because they not only have to make a considerable effort, but after running as fast as they can they also have to throw the ball carefully and accurately enough to make sure that it is aimed correctly at the next player. This change of emphasis is extremely valuable from the educational point of view. In fact, the child is forced to stop briefly after his tremendous explosive movement so that some inner reflection is possible. It is only then that he can think about throwing the ball.*

### 176 Weaving relay race

– *from 8 years old*
– *24 players*

There are four groups with 6 players in each group. They stand in a circle holding hands no lower than at waist level. At an agreed sign, the children who are number one run to the left behind the player next to them, under the hands of the next two, in front of the next player, and so on.
When they get back to their own spot, they touch the players next to them who are number two; they in turn run in and out of the circle like the number ones. Then they touch the number threes, and so on.
The players who come back to their place must immediately join hands so that the circle remains closed. The team which gets all its six players back first is the winning team.

### 177 Stand-up relay race

– *from 13 years old*
– *a ball*

The players of two or more teams stand in rows, one behind the other. In each team the players stand in a line with the players of the other teams. In front of each team there is a player with a ball about 5 metres away. At the starting signal the ball is thrown to the first player in his own row. The catcher throws the ball back and quickly sits down; then the ball is thrown to the second player, who does exactly the same. The last player does not throw the ball back, but runs forward with it, while in the meantime, the player who has thrown the ball so far, stands in the front of the line. The last player takes his place on the other side and immediately throws the ball back to the first player. This game goes on until everyone has thrown the ball to the others once.

*The alternating pattern of throwing and catching, sitting down and standing up, running forwards and changing roles has an extremely stimulating effect. There is great excitement because this is a race and therefore many balls are missed. In addition, it is strange that the ball is constantly thrown backwards and forwards over the children's heads. This provides an additional element of excitement. Despite all these factors, the game also has a strong structural element, and therefore has an educational effect which should not be underestimated.*

**178 Sentry race**

– *from 12 years*
– *groups of 3 players*
– *quoits*

Three players play together. Two of them are behind a line, while the third is behind another line parallel to the first line at a distance of 15 metres. Any number of groups can play this game next to each other. Three signs should be put up between the two lines for every team. Each group of three has three quoits, which lie on the ground behind the first line, next to the two players. The first player in each group has to run to the other side with his quoit, place it on the first sign, and run on; when he crosses the second line, he is touched by the player on the other side, who then runs back, picks up the quoit from the sign, and gives it to the third player in the team, who is already waiting with the second quoit in his hand. When this player has been given the quoit, he also runs and places his quoits on the first two signs. He runs on, and in turn changes places with the player at the other side, who takes both quoits from the signs and passes them to the player at the first line, who is standing ready waiting with the third quoit. He then places the quoits on the three signs, changes places at the other end, and that player now picks up all three quoits and takes them to the player waiting at the first line, who merely receives them and takes them to the other side, to place them on the ground behind the second line. The first team to place the three quoits behind the second line wins the race.

*This race is extremely exciting and interesting. There is an element of development in the game, because the children do not simply go from one place to another, but have to erase what they have achieved before going on. In order to go forward to the next step, it is necessary to repeat the basic movements. These principles can also be seen as developmental laws for the children themselves. The dynamic and yet harmonious character of this game means that it is ideal for children of twelve.*

### 179 Three-legged race

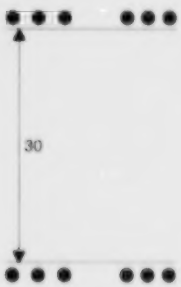
– *10-12 years old*
– *4 players*

Two runners place the inside of their arms round their partner's shoulders and tie together the adjoining legs above the knee and above the ankle. Then they race against the other team's couple. This race can be very funny to watch. It requires a great deal of agility on the part of the players, and above all, a good attitude to the partner in order to run as quickly as possible.

### 180 Pendulum relay race

– *10-13 years old*
– *quoits*

There are two lines 30 metres apart and two teams of equal strength. One half of each team is behind one line: the other behind the other line. It is best to use a red and blue quoit, which must be taken back and forth until every player has changed line. The first team to do so wins.



### 181 Turn round relay

There are two or more teams of equal strength. Each runner has to run round a turning point which is marked at a distance of around 20 – 30 metres. When he gets back to the starting line, he must pass the quoit to the next member of his team. The skill of the game lies in turning round as quickly as possible with great agility.

– *10-13 years old*
– *quoits*

### 182 Chain relay race

Each team is divided into groups of 3 or 4 runners, who hold hands and have to run around a turning point. One of the outside runners passes the quoit to the next group when he reaches the starting line.

*In this relay race the weaker runners have to be pulled along, and this can be very good for them; after all, life is not all a matter of ego trips.*

– *from 12 years old*
– *quoits*
– *outside game*

### 183 Track relay race

This is the usual type of relay race on a track with batons. Everyone has his own track. The start of the inside track is slightly further back to ensure that all the tracks are equally long.

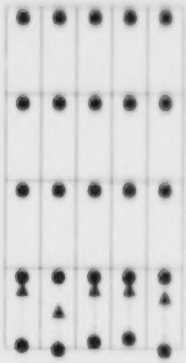
*This relay race is extremely impressive and requires the greatest possible effort from the runners. It is particularly suitable for taller children.*

– *from 14 years old*
– *batons*

### 184 Long distance relay race

– *from 14 years old*
– *quoits or batons*
– *outside game*

A long straight track is divided into sections. The next runners are waiting at the end of every section. In this way the baton or quoit has to be taken to a distant goal as quickly as possible.



*This original type of relay race should always be practised from time to time because it is the traditional form of all other relay races. Just as eras, circumstances and generations follow each other in order to transmit valuable or important ideas, in this case an object is passed on from one person to the next with the greatest possible effort until it finally reaches its destination. There is a profound basic symbolism in this activity which parallels the way in which our cultural heritage is passed on in a comparable way through the lifespans of individuals.*

### 185 Relay race on stilts

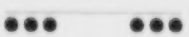
– *from 12 years old*
– *stilts*
– *outside game*

In this relay race, stilts have taken the place of a baton or quoit. Each team is divided into two halves standing opposite each other. Every player does a single length. Anyone who falls over, must get up immediately and may not cover any distance without his stilts.

### 186 Relay race with tin cans

– *11-13 years old*
– *tin cans*

The players walk on two tin cans. A piece of string is passed through two holes in the tin can and tied in a knot. The runner holds the loops in his hands. The children have to learn to keep the tin cans pulled against their feet.



**187 Hobby-horse relay race**

The runner holds a fairly long stick between his legs and then "gallops" along.

– *7-10 years old*
– *long poles*

***Children up to the age of ten really enjoy this relay race because of its imaginative character.***

**188 Roman chariot race**

Two players hold hands, and then hold the ends of a rope in their other hand while the middle of the rope is held by the charioteer behind them. Then they run one or more circuits round a track. Two or three teams start together.

– *11-13 years old*
– *6-9 players*
– *ropes*

*This game appeals to the child's ambitions and imagination in a very special way.*

## 3.3 DUELS

### 189 Boundary fighting

– *10-12 years old*

Two teams of equal strength are divided by a line. Anyone who pulls a player from the other team into his half has a prisoner. Each team can form a chain in its own territory. For many children it is a good idea to allow the prisoners to go back to their own team after the winner has marked his conquest with a line on the ground. This means that they do not have to stand on the side for too long.

*A simple line dividing the two teams from each other has an almost magical effect. The child will actually fight tooth and nail not to be pulled across the line. He resists with all his might and pulls backwards as hard as he can. However, this strong "fear of the boundary" ceases to exist by the age of twelve and the game loses its initial charm. This reveals a change in the child's spiritual inclination, for it is only when he starts to discover his inner self that he feels the urge to push forwards.*
*A subhuman and superhuman element are invisibly struggling against each other in this game, viz., that which the child wants to pull across the boundary and that which he wants to protect from this. The child has both tendencies, and in this game he can express both these feelings and act in accordance with his character. Some children do not strongly resist the attack from the other side, while others fight with grim determination. Anyone who explores these differences in more detail will discover how this relates to the character and destiny of the child concerned.*

### 190 Cock fighting

– *from 10 years old*
– *2 players*
– *2 sticks*

Two players crouch opposite each other with a stick held behind their knees. They pass their hands under the stick and round their legs.
Then the two players have to try and push each other over. The one to remain upright longest is the winner. If one of the players lets go with his hands, he also loses.

**191 Knights jousting**

Games with knights are particularly popular with primary school children and are practised most intensively by nine to eleven-year-olds. The following combinations have proved their practical value: – *9-13 years old*

The teams are divided into two halves of equal strength and
1. the individual knights fight each other;
2. 3-5 couples fight against each other;
3. two teams fight against each other.

If there is enough room, it is also possible for everyone to fight everyone else. For any games involving knights it is essential to have a soft surface, i.e., sand, grass or a mat.

*When knights fight each other, this expresses an element of the spirit of chivalry. If the duels are fought in a disciplined way, this can create a mood in which there is always a sense of combat, joy and inspiration. Although the children are very exuberant and mobile, they nevertheless make every effort, and both the horse and the knight will do their best. It is important to make sure that everyone has a go at each role because the more servile function of the horse requires a stronger will and perseverance, while the knight must have a rapid insight into situations and be particularly agile. Experience has shown that games with knights put children in a happy mood and therefore these games should be played again and again, in particular because many children nowadays are physically far too inhibited.*

### 192 War games

– *10-12 years old*

The players are divided into two equal groups. Each group moves into its own camp which is indicated by a few lines on the ground. Then the fighting begins. Anyone who is pulled into the opposite team's camp is a prisoner. The prisoners are freed when a mark has been made on the ground in an agreed-upon spot. The prisoner who has been freed can continue fighting. The team with most marks wins. The game becomes particularly interesting when each team chooses a leader. He has to be particularly brave and agile because if he is taken prisoner, the game is over.

*This game should be played with children between ten and twelve so that the deeper will, in which there is a strong competitive element, can really come into its own. It should not be imagined that this sort of activity makes children wild and out of control. On the contrary, when they have really played to the full and made an enormous effort, they feel exceptionally satisfied and replete. It is not a good idea to make children be too sweet and good all the time because the suppressed will may then express itself in all sorts of sophisticated mischief.*
*The game described here has proved to be the best of all the different versions. Of course, it is also possible to make prisoners stand on the side but this means that some will not have a chance to join in. That is why it is better to remember the number of prisoners by marking them on the ground. In addition, a player who has been caught once will certainly try to do it better a second time.*

### 193 Who will be king ?

– *9-10 years old*

A square 3-4 paces long is drawn on the ground and then the children stand in a circle round it, holding hands. They all pull backwards as hard as they can. Anyone who is pulled into the square is out. Finally the circle is so small that it is no longer possible to stand around the square. Anyone who is out at that point is a member of the ordinary people or peasants. The remaining children are the noblemen and must pick a king from their number. To do this, they stand in the square without holding hands; instead, they keep their hands crossed over on their chest. Now everyone

else tries to push the noblemen out of the square, and the last one to remain king.

***This well-known game also has a slightly different version for younger children. A nine or ten-year-old child still needs a framework for his activities. He likes this sort of game, because he still sees himself as part of an organic whole and not as an individual who wants to make his own mark.***

### 194 House duel

Two opponents have a duel. They each have a house, i.e., a circle with a diameter of 2 metres. The two houses are about 6 to 8 paces away from each other. The players start off in their houses and wait for the referee's signal. Then they leave their house and try to enter their opponent's house. The first one to succeed is the winner.

– *12-13 years old*

***The two opponents lie in wait for each other for a while, and then storm out. Sometimes they fight quite hard. For an observer it can be interesting to see how individuals behave when trying to achieve their goal.***

### 195 Stork fight

In a circle with a diameter of 8 to 10 metres a maximum of ten players stand on one leg, with their arms crossed over their chest. Either they push each other out of the circle, or one of the opponents is forced to put down his other leg.

– *9-13 years old*
– *maximum 10 players*

***This game requires more than mere strength. Agility and balance are every bit as important. Therefore children who are not quite as strong can also be successful in this game.***

### 196 Candle fight

– *from 10 years old*
– *2 players*
– *2 candles*

Two opponents hold a burning candle in one hand and their big toe in the other. The one who manages to extinguish the other's light first is the winner. If a child lets go of his toe, he is out.

*This duel is very exciting, but it also requires a great effort. It is therefore suitable only for older schoolchildren.*

### 197 Cardboard king

– *from 9 years old*
– *10 players*
– *string; cardboard*

There are about five children in a team. Each player ties a piece of string around his ankle with a piece of cardboard attached to the string. The children try to stand on the cardboard of their opponents so that it tears. In the end, the winners of each team compete against each other.

*The children always have to keep their eyes open in this game. They must focus their attention on the ground and what is happening down below. From the age of 9-11, this is very significant to the child. It can also be played with enjoyment by older children, but it is no longer as appropriate.*

### 198 Wrestling bears

All you need for this fun game is a crash mat. A line is drawn across the middle of the mat. Two players kneel at either end of the mat, hold each other's hands, and then try to pull their opponent onto their own half. The child who is pulled across is tapped on the back three times.

– *9-10 years old*
– *2 players*
– *crash mat*

*This simple sort of wrestling match is popular with children of nine or ten. They are still rather clumsy, and find it easy to identify with a bear.*

### 199 Standing on toes

Two players hold each other's hands and then try and stand on each other's feet. The first one to do so ten times is the winner.

– *from the age of 13*
– *2 players*

*This game should be played only as a light-hearted change, because children always enjoy it very much. After all, we have to look after our feet. It is a good idea to play this game when children have been working hard at their books.*

### 200 Stork duel

Five players stand on one leg; these are the storks. The sixth player can walk round on two legs. He has penetrated the stork's nest, a circle with a diameter of 5 metres, and is attacked by the storks, who want to throw him out. If they succeed in pushing the interloper out of the circle, the storks are the winners. However, any stork who has to use his other leg is out. The interloper is the winner when all the storks are out. The storks must push him out with their hands while he can only use his feet and not his hands.

– *from 11 years old*

*From the age of eleven the child is out for himself and therefore wishes to protect what he has and get what he doesn't yet have.*

### 201 Frog duel

– *11-13 years*
– *2 players*

Each player holds his ankles with his hands and therefore finds it difficult to move. This is why he resembles a frog. The two frogs then attack each other and try to knock each other over, or one makes the other frog let go with his hands.

*This game was already played by the Ancient Greeks. It reveals mankind in a situation where he is hardly able to move, and therefore causes great hilarity, particularly when more agile children are playing it.*

### 202 Pole fighting

– *14 years old*
– *2 players*
– *a pole*

Two players sit opposite each other on the ground with their legs drawn up so that their toes are touching. They hold a pole in their hands, and each one tries to pull the other across a dividing line.

*This duel is very popular with boys who often fight with all their might and main. It is a quiet fight, but all the more obstinate for that, and is above all a matter of perseverance.*

### 203 Tug-of-war

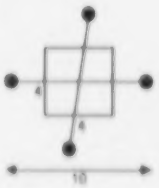
– *from 7 years old*
– *2 players*
– *a rope*

In a tug-of-war it is primarily a matter of defending a position, and then of gaining so much ground that the ultimate goal can be achieved. The activity is never directed forwards, but always backwards. This means that only very particular forces can have an effect, viz., the force entailed in pulling, and not that used for pushing. However, pushing and pulling have very different effects on people. In a tug-of-war the losing team is pulled into the other team's sphere of influence, losing its own structure and tension. It ceases to exist and is, in a sense, assimilated, breathed in and devoured.
It is rather like a total collapse. However, the beauty of the exercise is that one does not give up, but will try again. It is possible that the opponents have used up the last vestiges of their strength. This goes on a third and a fourth time because victory is not surrendered so easily – the winners need a great deal of breath and stamina.

### 204 Tug-of-war over a cross

– *14-15 years old*
– *2 players*
– *2 ropes*

Two ropes, each 10 metres long, are knotted together in a cross and placed on a square of 4 x 4 metres. Anyone who is pulled into the square is out and is replaced by another player. Then a new round begins. The players should be roughly equal in size. This game can be played with eight to twelve players.




*This competition is particularly suitable at the age of 14 to 15 as an individual test of strength, because a great effort and great stamina are absolutely essential.*

### 205 Head through the wall

– *from 10 years old*
– *2 players*
– *a cushion*

It is important for the two players to have a fat cushion between their heads. Each one tries to push the other out of a circle with a diameter of three metres. The first one to be pushed out of the circle is the loser.

*For children with a choleric personality this competition can have a therapeutic effect, because it is focused on an aspect of their personality where the will might otherwise get out of control.*



### 206 Beam wrestling

– *7-14 years old*
– *2 players*
– *a bar with a diameter of 10cm*

A beam about 10 cm thick is set up at a height of 50 to 80 cm. It is set up on a sandy surface, so that the children will not hurt themselves when they fall off. Two children stand on the beam and try to throw off their opponent. The first to touch the ground is the loser.

*The beam has an almost magical attraction to children between the ages of seven to fourteen, and particularly between nine and twelve. At this age the child still has a strong connection with morality. He can gain courage, does not want to fall and always wants to remain upright. The child's soul is still open to noble and good influences and is susceptible to the symbolic element of this game – it does not wish to be drawn into the lower depths, and therefore strives in a way to stay on top of its human qualities.*

### 207 Pole wrestling

– *13-14 years old*
– *2 players*
– *a pole, 3 to 4 metres long*

The two opponents stand in a circle with a diameter of six to eight metres. They hold a three to four metre pole in such a way that each one is holding the end of the pole in the right hand, while the left hand is holding the pole slightly in front of the left shoulder. Each then tries to manoeuvre the other out of the circle by pushing with the pole. It is important to make sure that the back hand does not let go of the pole at any time. If the child lets the pole slip through his fingers, he also loses. The most suitable type of pole for this competition is an aluminum pole such as those used for pole vaulting.

*This type of competition has great educational value because it teaches a resolute attitude and requires an enormous effort. The opponent constantly has to be resisted as he pushes. Strength alone is not sufficient to do this, and the child also needs a dynamic feeling for the direction in which the pole is pushed, which constantly changes. This elastic and yet unconditional competition of strength, reinforces the personality at an age when force and mobility are very important for the child.*

### 208 Wide game

– *from 12 years old*
– *outside game*

Children should never go on a trip without playing a wide game in the woods or the fields. One good way of playing such a game is as follows:
Find an area of woodland with a great deal of undergrowth and a clearing in the middle. In this clearing, mark out a circle with a diameter of approximately ten metres. Then divide the players into two groups and draw lots to see which group can go first. The players of this group are given a red thread to tie around their upper arm. They have to reach the indicated base within a set time, without the thread being pulled off their arm.
The second group, which goes after them after a few minutes, can leave behind only two guards, though they may not enter the circle. All the other members of this team are forbidden to capture prisoners in the clearing. This is done by removing the red thread. The game finishes after half an hour, when a signal is called out or whistled. In this time a few will have succeeded in reaching the base. If the number who have reached the base is greater than the number of prisoners, the attackers have won; otherwise the other team wins. Anyone who is outside the base after the final signal, with the thread still tied to his arm, is neither prisoner nor free. These players do not count for the purpose of the final score. In the next game the roles are reversed.

*Many years of experience have shown that the game described above works the best. It not only has the advantage that the children must reach a central spot so that there is virtually no danger of getting lost, but it also ensures that the different characters and temperaments of the children have the space to come into their own.*
*Some children put their heart and soul into the game to make sure they are not discovered. Others are, above all, concerned with breaking through to the goal courageously. And others like the excitement of being pursued. The catchers develop great stamina, and a love of tracking or lying in wait. Some develop strategic plans. Everyone gets something different out of the game, and in retrospect the experiences can be discussed at great length when they exchange tales of their adventures.*
*It is absolutely essential to explore the terrain together in advance and to memorize certain signs, groups of trees, houses and roads which border on the playing area.*

**209 Wide game at night**

For playing a wide game at night you need two country roads which intersect at an acute angle. The crossroads is the goal of one team, the merchants, who start about 250 metres away. Every player in this team has to take an object to the crossroads. However, the robbers are lying in wait along the way, and they spread themselves out over the whole area between the two roads. The children cannot venture beyond the roads. If the robbers succeed in hitting one of the merchants three times, the merchant has to hand over his possessions straightaway. After a set time the children find out how many merchants have managed to take their possessions to the safe place and how many have lost them. If the robbers have the advantage they are the winners, if not they are the losers.

– *from 13 years old*
– *outside game*

*It is important to be very careful playing wide games at night. A child can easily walk into a protruding branch and hurt his eye. In addition, the danger of getting lost in the dark should be restricted to a minimum. That is why there should always be some adults with torches at the most important spots. Obviously the terrain should be explored in the daytime and carefully reconnoitred by everyone. It is a good idea for the children to wear dark clothes (track suits). The ground should be dry and the evening warm. As this sort of game is very exciting and everyone starts to imagine things there is enormous tension. There is an element of fear as well as adventure, and every child should have the chance to experience this.*

### 210 Snowball fight

– *from 10 years old*
– *outside game*

Two teams of equal size take up their position behind two parallel lines, twenty metres apart. The area between the lines constitutes the battlefield. Every player may directly attack his opponent in the field, may trip him up, rub him with snow and so on, but he must make sure he is not pulled across the other team's line. If he is, he is taken prisoner. All the prisoners go to the umpire straightaway, who makes a note, and then the prisoner is free again. At the end of the game the number of prisoners for each team is counted. Obviously, both teams throw a lot of snowballs throughout the game and many attackers will have a hard time of it as a result. If there is a chance that there might be stones or ice in the snow, snowballs should certainly not be thrown, because eye injuries are almost inevitable. Lawns or sheets of ice are most suitable for snowball fights.

*When children throw snowballs, their unconditional efforts and their fun and hilarity when they hit someone, result in high spirits which always have a stimulating effect. There is no other competitive game that can quite match up to a snowball fight. Where could you ever find so many balls, where could you pick up ammunition whenever you feel like it, and where can you hit so many people without any harm?*

## 3.4 SMALL WRESTLING MATCHES

### 211 Four country fight

There is a small crash mat in all four corners of the large mat. Each crash mat is occupied by two to four children. Each mat represents a country for which the children are fighting. As long as they keep both feet in their own country they are safe. However, if they leave they can be attacked and pulled into an enemy country. As soon as they touch a foreign mat with any part of their body, they are taken prisoner. In this case the opponents make a mark on the ground and then release the prisoner. At the end of the game the team with most marks is the winner.

*Children up to the age of thirteen reveal an extraordinary stamina, particularly in this game. Often their enthusiasm is irrepressible. This game is particularly suitable for this age because of its structure.*

– *10-13 years old*
– *8-16 players*
– *a large mat*
– *4 crash mats*

### 212 Breaking through

A guard defends a line. When his opponent falls in front of the line, the guard is the winner, but if he falls behind the line, the opponent is the winner. The winner becomes the guard, and each guard counts his conquests.

*This competition is very popular with children reaching puberty.*

– *from 13 years old*
– *2 players*

### 213 Robber knights

– *7-10 years old*
– *2 players*
– *2 crash mats*

Two crash mats are placed diagonally opposite each other. Each robber knight has one mat, and the mat is his fortress. The aim of the robber knights is to conquer the other's fortress. They conquer it if they can manage to touch their opponent's mat with any part of their body.

*This sort of wrestling match is extremely exciting. The game is particularly suitable for pupils in years two to five.*

### 214 Lifting up and throwing over

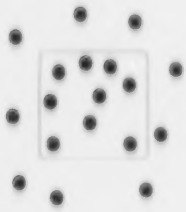
– *from 13 years old*
– *2 players*
– *a crash mat*

There are two opponents standing opposite each other. One wins when he succeeds in lifting the other one from the ground so that no part of his body touches the mat. The other wins when he succeeds in knocking over his opponent so that he touches the ground with a part of his body other than his legs. The first one to have a victory three times wins the match.

*This type of wrestling should not be practised before puberty, but after that time it has an educational effect on developing youngsters.*

### 215 Besieged

– *9-11 years old*
– *a crash mat*



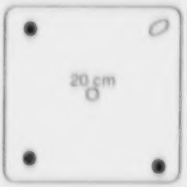
There is an equal number of players on the mat and around it. The besieging team attacks and tries to pull their opponents off the mat. If an attacker is thrown over, he is taken prisoner. The game is over when one team has been 'exterminated'.

*In this game, quick reaction times and the ability to choose the right moment are very important for gaining the advantage. For this reason, it is particularly suitable for children in years four to six.*

### 216 Wrestling match with a ball

There are three players in three corners of the mat and the medicine ball in the fourth corner. At a sign from the referee, each of the three players tries to gain possession of the ball and place it on a clearly marked circle with a diameter of twenty centimetres in the middle of the mat. Because of the many variations of the game, there are all sorts of different situations which confront each individual player with new and unsuspected problems.

- *14-15 years old*
- *3 players*
- *a medicine ball*




*The fight for the ball has become a problem of our time. In ancient times it was a matter of developing the ego, which is most clearly expressed in a wrestling match. Nowadays, the Self fights for higher goals, and the ball can act as a symbol for this. The problem of getting the ball to a central point while being attacked by two opponents results in a great deal of fun. In this way a wonderful wrestling match is combined with the idea of a very specific goal.*

### 217 The battle for the Golden Fleece

The name of this game shows that it belongs in the category of group wrestling matches which are very popular from the age of twelve. The golden fleece is a simple crash mat (with leather loops) which each team tries to get for itself. Two, three or four teams can fight for it. The mat is placed in the middle of the playground or the hall. The bases are drawn on the ground at equal distances from the mat and the teams stand behind these bases. When the referee gives the sign, each team tries to pull the mat to its own base.

- *from 12 years old*
- *a crash mat*

### 218 Balancing

- *from 7 years old*
- *1 player*
- *balancing bar or balancing wire or rope*

The act of balancing is most suitable for children between the ages of seven and fourteen. At this age the child also has to find an inner balance. He must choose the right path, i.e., learn to love what is true, beautiful and good. The most obvious symbol for this inner feeling is walking across a narrow bar over an abyss. Who will lead the child? Who will make sure he does not lose his balance? These are the forces of the middle area, true human qualities. Looking through the eyes of the soul, it is the good slumbering within him that must lead the child's own personality over cliffs and chasms to the final destination. The narrower the path, the more difficult it is to remain upright, because the child must find the strength to do so within himself. If he loses a sense of goodness, things will go badly with him.

All balancing exercises stimulate these capacities, and if these exercises are not done at the appropriate age, this omission can never be rectified later. With every step the child takes on the balancing bar, the pole or the rope, something within him says: "Stay upright and do not fall to the left or right." There is no better way than balancing to anchor this rule of life, which should be part and parcel of every person in the very depths of his soul.

However, a lot of practice is needed to learn to control balance. The degree of difficulty should be increased, and the child should gradually learn to become truly familiar with the narrow surface area, for example, by catching a ball or carrying an object on his head to the other side. In the end, he should be able to walk across a taught wire suspended at knee height. Using turnbuckles, it is not difficult to put up this sort of cable.

At the age of thirteen, when the child has learnt to walk across the taut rope, he has assimilated something which will last him all his life and which can be very useful as a moral stimulus for his future personality.

### 219 Game with sticks

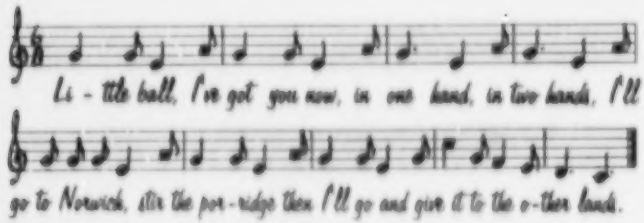
A number of sticks of equal size are placed in front of a player on the ground. Then he throws up a ball, and before catching it, must pick up one of the sticks. The second time he throws the ball, he picks up two sticks and so on. He must keep the sticks, but not necessarily in his hand. A player loses his turn when he misses the ball or fails to pick up the right number of sticks before catching the ball.

– *from 7 years old*
– *a ball; sticks*

### 220 Fives

As described in the words of the song, you first catch the ball with one hand, then with two hands. At the words "clippety clap", the child must first clap his hands three times before catching the ball and at the words, "stir the porridge", he must rotate his hands three times. Finally, he sits on his heels and catches the ball alternately with the left and right hand.

– *from 9 years old*
– *1 player*
– *a ball*


Li - ttle ball, I've got you now, in one hand, in two hands, I'll
go to Norwich, stir the por-ridge then I'll go and give it to the o-ther hand.

### 221 The perpendicular pole

One exercise which should certainly not be omitted is balancing with a pole. It is difficult enough to keep balance but it is even more difficult to take a stick standing perpendicularly on the hand to a particular place. To be successful the child will have to wind his way all over the place before reaching the goal.

– *from 12 years old*
– *1 player*
– *1 stick*
– *outside game*

### 222 Three balls

– *14-16 years old*
– *2 players*
– *3 balls*

Two players throw each other a ball. This exercise is not difficult because any healthy child will soon develop the necessary skill and perception of reality not to miss the ball or drop it. Playing with two balls is slightly different, for each player has one and two balls cross over midway. After a while a sort of rhythm is automatically produced. However, throwing three balls back and forth gives rise to new problems because the balls seem to start living a life of their own. The thrower is drawn along in the cycle of a process of movement which consistently and inevitably develops its own rhythmic patterns. In this way he must learn to adapt to what he has created himself.

*This process can be extremely influential on young people, especially if they cannot manage it at all at first. In this exercise it is a precondition to stand back from oneself up to a point, and become assimilated in a dynamic process.*

### 223 Jumping goblin

– *11-12 years old*
– *1 player*
– *2 balls*

A circle with a diameter of 5 metres is drawn on the ground. The player has to bounce two balls as long as possible. Someone else counts loudly and clearly how often the balls are bounced.

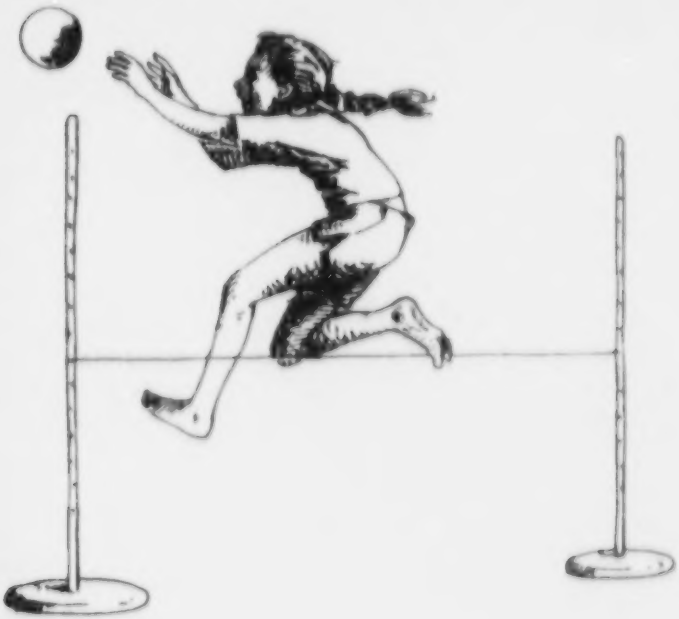
*For many children it is difficult to master this exercise because they are simply too rigid and inflexible. This game is a good remedy for getting them moving a bit. It has a positive influence on their powers of perception and inner mobility.*

### 224 High jump, catching the ball

– *13 years old*
– *2 high jump stands; a wire; a ball*

A wire is suspended at a height of 60 cm between two high jump stands about five metres away from the wall. At the same distance from the other side, a line is drawn on the ground. The player starts sprinting a few paces away from this line; when he gets to the line he throws the ball against the wall, runs on, and has to make sure that he can catch the ball which has bounced once as he jumps over the wire. If he is successful first time, the wire is raised 5 centimetres. The winner is the one who catches the ball from the highest jump.

*At first, very few children manage this exercise successfully. It is only when they have acquired the necessary presence of mind, as well as the necessary agility, that they finally master it. There are many things to think of at once: the throw, the run, the jump and the catch: these all have to be carefully co-ordinated. However, this activity is highly recommended, because it teaches children to keep themselves in hand in a very special way.*



### 225 Pole vaulting

– *12-13 years old*
– *1 player*
– *1 pole*
– *outside game*

Children love pole vaulting with a strong, smooth pole, 2-3 metres long. In this way they can conquer a ditch, a gate or a fence. Children in towns do not really have the opportunity for this but they could be given a chance during P.E. classes by getting them to jump over a rope, a horse or a pit.

*In this activity youngsters can express their combative feelings in a very literal way. After their initial sprint, the pole must be placed firmly and securely in the ground so that the child goes up from a fixed point, or bridges a particular distance. What they learn from this and carry with them all their lives should not be underestimated, for it is an important matter whether they manage to aim for greater heights themselves and have an ambition to succeed.*

### 226 Balloon game

– *from 7 years old*
– *a number of balloons*

Three balloons at the same time: the child who keeps three balloons up in the air longest is the winner.

Balloon race: this is more difficult than it looks because the balloon doesn't always want to do what you want it to.

Duel with a balloon: two opponents try to hit the balloon into each other's playing halves with the flat of their hand. They take turns to hit the balloon.
Balloons do not obey the laws of ballistics in the way they move. You never know where they are going to go. This factor makes playing with balloons, and particularly a duel with balloons, a very entertaining business.

Shooting balloons: there is a lid with a vertical stick on top of a barrel or a chest. If you hit the stick the lid comes off and a balloon is released into the air. Children like this way of rewarding a bull's-eye with a ball or a blunt spear and it is recommended for open air parties.

### 227 Diabolo

The game of diabolo goes back to ancient times and originated in the Far East. Two sticks are joined by a piece of string, and a double cone dances between them. This requires a special technique in which one of the sticks is pulled harder in quick rotating movements. The moving diabolo can be thrown up and caught, and experts can do all sorts of tricks.

- *11-12 years old*
- *1 player*
- *diabolo; 2 sticks; a piece of string*

*In order to master this game, the child requires a very sensitive co-ordination, a subtle ability to gauge the right tension, and quick reaction times. Any angular movements or clumsiness must be overcome. The child will be stimulated to develop a playful elegance.*

### 228 Yo yo

Every now and again the yo-yo is back in fashion. It is simply a round piece of wood with a deep groove in the middle and a long piece of string on which it rolls up and down.

- *from 11 years old*
- *1 player*
- *1 yo-yo*

*For many children it is certainly beneficial to play with a yo-yo from time to time because these days children become hard, egoistic and rejecting much too early. A game like this stimulates the joy of life in a healthy way, because the child participates in a process which has its own rhythm and fluctuating tensions, just like breathing in and out. In addition, the child enjoys what he is doing, and like any beneficial activity, this game promotes certain creative forces.*

### 229 Flicking with a stick

- *11-12 years old*
- *2 players*
- *a stick of 10 cm with pointed ends; a larger stick*
- *outside game*

A small stick about 10cm long with two pointed ends is placed across two stones or across a groove made in the ground. Then it is thrown as far as possible with another stick which is placed underneath the small stick. The opponent must catch the stick; if he catches it with two hands, he gets 25 points, if he catches it with one hand, he gets 50 points. When it has been flicked away, the long stick is placed diagonally across the groove and must then be hit with the small stick either from the place where it was caught or from where it was dropped on the ground. If the thrower hits it, the players change over. If the little stick lands near the big stick, the player may hit the pointed end of the little stick with the large stick so that it jumps up, and he can then hit it again while it is in the air. Altogether he can do this three times. The aim is to hit the little stick as far away from the groove as possible. The number of paces to the groove is counted (and this number is added up as points). Then they change places. It is also possible for several players to play this game in two teams.

*This game is played all over the world and has given countless numbers of youngsters the chance to acquire a healthy co-ordination between their nervous and sensory processes, and their motor processes. At the age of eleven or twelve, the child wants to adapt his movements as precisely as possible to spatial relationships and wants to master the things around him. The eye and the hand have to be co-ordinated, and it is important to practise developing a quick understanding and skilful use of any situation. At an age when the child is starting to discover space and when his individual thinking processes are developing, the act of pacing out distances or hitting objects serves as a milestone on the way to the Self.*

### 230 Walking on bricks

– *from 12 years old*
– *10-12 cobbles or bricks; 2 sticks*
– *outside game*

This game consists of walking over bricks, usually ten or twelve bricks which are placed flat or on their side, 50 cm apart.

1. They are placed flat and the child walks across.
2. They are placed on the long narrow side and the child walks across.
3. They are placed on the short narrow side, and the child walks across with two sticks.
4. They are placed on the short narrow side, and the child walks across with one stick.
5. They are placed on the short narrow side, and the child walks across without a stick.

Anyone who knocks over a brick or puts one foot on the ground, has to start at the beginning. The level of difficulty is increased with every exercise until it is finally so difficult that hardly any child can manage it. The children are put into different levels, and anyone who can do a particular exercise three times without mistakes goes up to the next level.

### 231 Riding the bottle

– *12-13 years old*
– *a bottle and a plank*

A bottle and a sturdy – but not too long – plank is placed on a smooth surface. The trick is to try and keep your balance on the plank so that neither end touches the ground. Then you can count who manages to stay on longest, or who can stay on for a particular length of time determined in advance.

### 232 Catching the coin

– *11-12 years old*
– *a coin*

Wedging a coin in the crook of the elbow and keeping your arm horizontal at shoulder level, you suddenly stretch out your arm horizontally and then catch the coin which falls down with the same hand. The first one to do this successfully ten times in a row is the winner.

### 233 Flicking a stone

– *12-13 years old*

Cross your feet and place a pebble on the back foot, then lift the front foot with a jerk and try to flick the pebble as far away as possible with the back foot.

*This exercise helps a child gain more control over the use of his legs and leads to a greater awareness. As a result, he also learns to focus his attention on his feet. This is very good, because if he does not grow into his limbs in the right way, this can express itself in unconscious reflexes. Nowadays, it is often forgotten that the child must conquer his body in many respects, and needs a large number of playful exercises to learn to master his limbs.*

### 234 Cross jumping

– *from 11 years old*
– *a blackboard; chalk*

Every time a child jumps over a rope it should be marked on the blackboard with a cross.

*This sort of exercise shows how much some children have to learn to be at one with themselves and with their circumstances.*

### 235 Kangaroo

– *11-13 years old*

You lean against a wall with hands placed flat diagonally against the wall, then push away with the hands and jump forwards in a vertical position. Quite a lot of control is needed for this exercise.

### 236 Wall jumping

*– 12-13 years old*
*– crash mat*

It is quite strange to jump over your own leg. Lean against the wall with your right foot at knee height and then jump over it with your left leg turning to the right. Then do the same in the other direction. It works best if you take a run up. It is important to use a mat.

### 237 Turning the eel

*– 11-13 years old*

Lean against a post or a wall diagonally and then turn right round along your whole length. Repeat this at an even greater diagonal angle. Continue this exercise until you are no longer able to keep your balance. The person who makes the smallest angle is the winner.

*A great deal of tension is needed for this exercise, and every time it is repeated, this tension increases. Many children's limbs are too loose to produce the necessary inner strength for this.*

### 238 Playing with a top

– *from 7 years old*
– *a top and a whip*
– *outside game*

Moving a top with a whip is such a well-known game that no further description is necessary. It is a pity that tops are rather out of fashion and have been replaced by technical toys which are no longer driven by the child but by a spring, electricity, etc. This means that a generation of children is growing up without the experience of generating the force for movement themselves.
The best time to start playing with a top is about the age of seven. At this age the child starts to undergo an enormous metamorphosis. The cosmic forces which have guided the life forces and development of the child up to that time gradually withdraw. The child has to start taking on functions which were in other "hands" before that time. Playing with a top is a wonderful symbol for this. In order to maintain the constant development of the life forces, it is necessary to give oneself new moral stimuli all the time. Therefore the extraordinary stimulus for the child's psyche of bringing to life and keeping alive a dead thing by his own efforts should never be underestimated. It is certainly the joy of the game that evokes this impulse but it is precisely because he does not have a particular goal that the impulse rises up from the deeper layers of the soul and is therefore all the more important.

### 239 Playing with a hoop

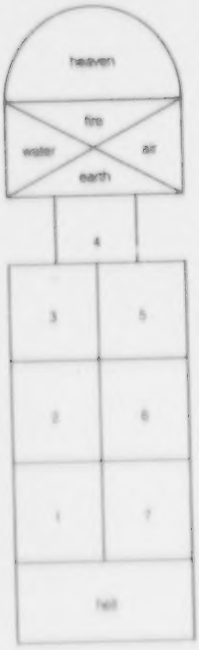
*– from 7 years old*
*– a hoop*
*– outside game*

Like so many other activities, playing with a hoop has also gone out of fashion nowadays. It has been replaced by other toys. This is regrettable, because playing with a hoop can produce important stimuli when it is done at the right age. Once the child has his permanent teeth, he is ready for this activity and just as the permanent teeth are a sign that the forces which were previously needed for building up the body have now been released the hoop which a child bowls along is a sign that he is awakening and ready for independent activity. At this stage, it is very good to give children an opportunity of playing with a hoop because it symbolically expresses what the child must do to control his own destiny. He must be active, always moving and constantly encouraging himself without going in the wrong direction, but trying to discover the right rhythm, the right time and the right beat.

### 240 Hop scotch

*– 7-9 years old*
*– outside game*

There are many different sorts of hopping games because these games have developed in all sorts of directions in the course of time. The example described here seems closest to the original form of hopping.
For every game of hop scotch it is important that there is a heaven and a hell. When a child has passed all the tests, he goes to heaven. If not, he must go to hell. The game is played with a stone, and the player passes through seven areas with this stone. He may not enter hell, but must jump over it in every game. This is one example of a game of hop scotch.




The first player stands in front of the game next to hell with heaven at the other end. This is his goal. He throws the stone into the first square, jumps over hell, picks up the stone and then hops to squares two and three. He can turn round in number four and jump on both legs. Then he returns hopping to the fifth, sixth and seventh areas and hops back to base jumping over hell. The second time he must throw the stone in box number two and so on. After seven goes, the player has earned one of the triangles. Each triangle represents a roof. There are four lords in the four houses; the lord of earth, the lord of water, the lord of air and the lord of fire. The child becomes lord of earth when he picks up the stone in his hand, after first throwing it in the right triangle, and hops on. He becomes lord of water if he holds the stone in the back of his knee instead of holding it in the hand. He becomes the lord of air when he throws up the stone every time he hops and catches it again; and he becomes lord of fire, when he manages to push the stone into the next square with a foot every time. The first child to occupy all four houses reaches heaven.

*The spiritual situation of the child between the ages of seven and nine corresponds entirely with games like this, because there is still some basic wisdom in the child which is lost by the age of nine or ten. Therefore he assimilates a deeper meaning of the game in his emotions, forming a sort of moral foundation for later on.*
*By working with the stone which the child has carefully transported, he eventually attains an area which is popularly described as heaven. However, all this means is that the soul achieves a sort of relationship with the cosmic principle by constantly exercising, so that he can participate in life in the highest spheres.*

### 241 Skipping

– *from 7 years old*
– *skipping rope*
– *outside game*

Teddy bear, teddy bear, turn around,
Teddy bear, teddy bear, bend right down,
Teddy bear, teddy bear, show your foot,
Teddy bear, teddy bear, say hello,
Teddy bear, teddy bear, close your eyes,
Teddy bear, teddy bear, how old are you?

Many children practise their skipping games to this verse, copying the gestures described in the verse. The child goes on as long as he can, or wants.

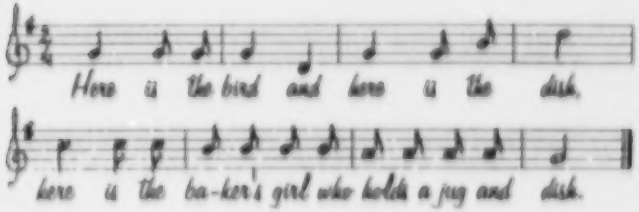
*Despite all the threats of technology, skipping is virtually as popular as ever. The activity of skipping is so well known that it does not require any further description. However, this does not apply to the meaning and significance of this authentic game.*
*Jumping and the rhythmic, cyclical movement characterize the essence of skipping. Children like to skip and hop about because they have an excess of energy. Everything in the child is oriented upwards. The physical and spiritual/psychological parts do not entirely overlap yet. The awareness of the physical body has not yet been awoken, because the child's soul is still completely linked to the life forces. This is the case without exception up to the age of twelve, and it is only from that age that the child starts to realize that heaviness is part of him, but up to that time he wants to move only upwards, and not downwards.*
*Skipping takes this into account. This activity makes the child aware that he is still part of the higher world and this is further emphasized by the fact that the skipping rope rotates around his body at regular intervals. The feeling of being between heaven and earth, hopping and jumping, transports the child into a dreamy existence.*
*The older the child, the more complicated the movements should be. New tricks are learned, the hands are crossed over, two ropes are intertwined or the child jumps with a small rope inside the circle made by a long rope being turned by others. The imagination should be given free rein. For example, the child may play at being a clock, jumping exactly twelve times. He can skip his own age, or skip to all sorts of cheerful rhymes. Jumping in and out of a skipping game with a number of children together is even more fun. There are no limits on the child's imagination in this respect.*
*Unfortunately, this physical activity as a possibility for strengthening the body and soul is not appreciated as much as it should be. We should really familiarize our children as much as possible with this wonderful exercise at an early age.*
*Below there are some examples of songs which are often sung while skipping.*

### 242 Here is the bird

– *from 7 years old*
– *5 players*
– *skipping rope*
– *outside game*

At the words, *Here is the bird:* the first child jumps in.
*Here is the fish:* the second child jumps in.
*Here is the girl:* the third child jumps in.
*Off with the bird:* the first child jumps out, etc.

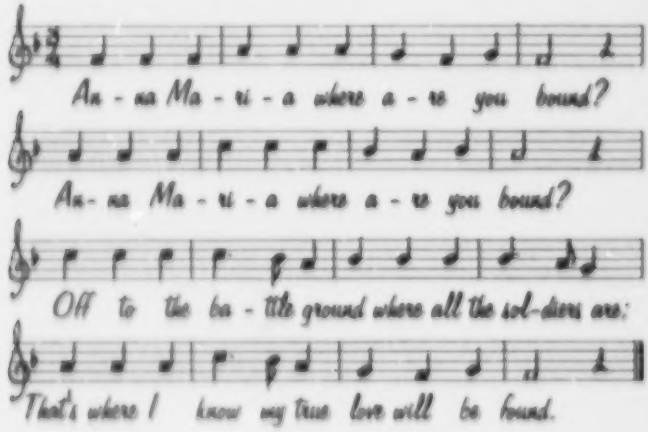
1. Here is the bird, here is the fish, here is the girl who has joined them.
2. Off with the bird, off with the fish, off with the girl who has joined them.




– *from 7 years old*
– *skipping rope*
– *outside game*

### 243 Anna Maria

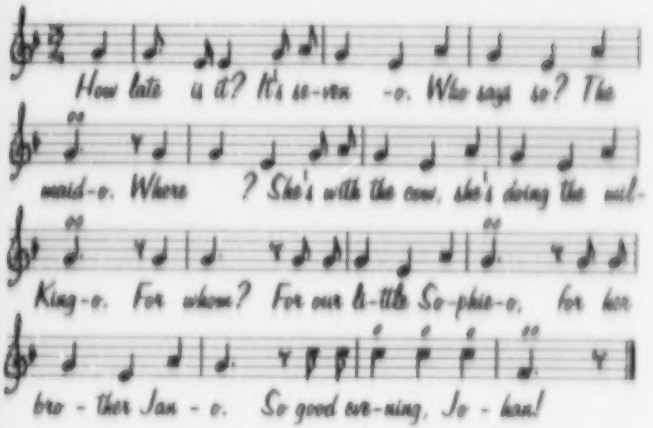
This song is also used to accompany skipping games. Nothing much happens, and the child simply keeps on skipping until he is out.


An - na Ma - ri - a where a - re you bound?
An- na Ma - ri - a where a - re you bound?
Off to the ba - ttle ground where all the sol-diers are;
That's where I know my true love will be found.

**244 How late is it ?**

At the words marked with an O, the rope should be turned more quickly.

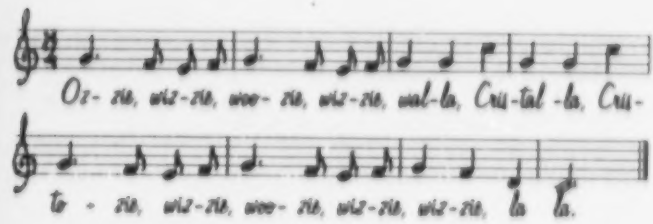
– *from 7 years old*
– *skipping rope*
– *outside game*


How late is it? It's se-ven -o. Who says so? The
maid-o. Where ? She's with the cow, she's doing the mil-
King-o. For whom? For our li-ttle So-phie-o, for her
bro - ther Jan - o. So good eve-ning, Jo - han!

**245 Ozzie, wizzie, woozie**

The rope is turned slowly and at every new bar a new skipper jumps in and another jumps out.

– *from 7 years old*
– *a skipping rope*
– *outside game*

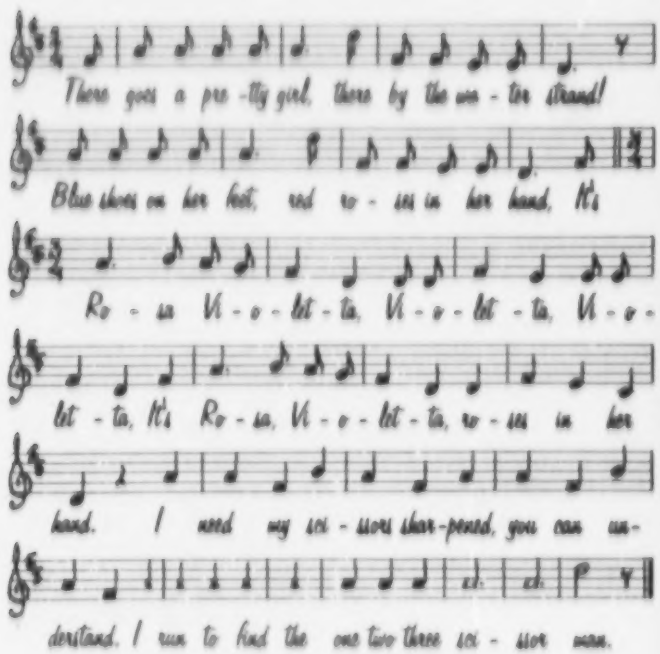


### 246 There goes a pretty girl

– *9-12 years old*
– *4 players*
– *skipping rope*
– *outside game*

This is a more difficult form of skipping. At the start of the song, one child jumps in, and at the fourth bar, another child jumps in on the other side.

Bars 1 to 8 are skipped fairly quickly with one skip on every crotchet, with the two children holding hands. The second part of the song is in three-four time. It is sung at the same tempo, but the rope is now turned only once per bar. The children keep on holding hands.

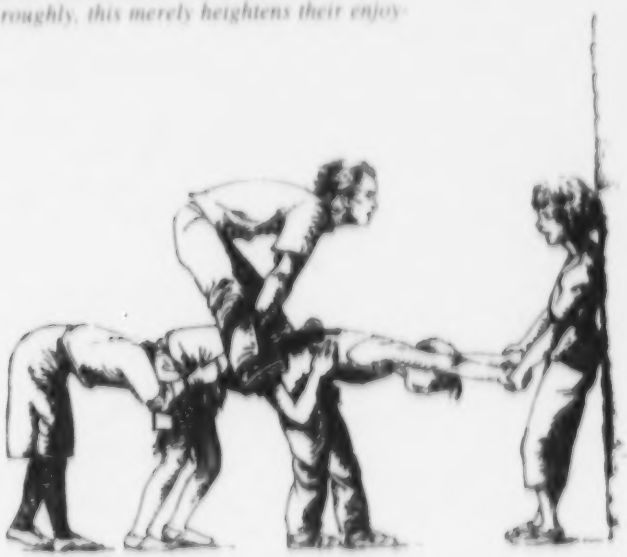
While the two children skip, they turn through 90° (in a clockwise direction) in every bar. And at the words, *And I run so fast*, they put first their left leg, and then their right leg on the ground at every crotchet. For the last four bars, the rope must be turned over the players' heads while they bend over. The first child leaves the game on the last bar and then the game starts again with the first child as number one.

There goes a pre-tty girl, there by the wa-ter stand!
Blue shoes on her feet, red ro-ses in her hand, It's
Ro-sa Vi-o-let-ta, Vi-o-let-ta, Vi-o-
let-ta, It's Ro-sa, Vi-o-let-ta, ro-ses in her
hand. I need my ro-ses shar-pened, you can un-
derstand. I run to find the one two three ro-ses man.

**247 Leap frog**

– *14-15 years old*
– *outside game*

There are two teams, the stands and the frogs. The stands make a long row and the front player stands with his back to the wall. The next player bends over and gives him his hands. The third player put his head between the legs of number 2 and holds onto his hips and the rest do the same.
When a long stand has been made in this way the first player in the frog team jumps as far as he can onto the stand's back. He tries to remain seated and shuffle forwards. The children forming the stand can move and try to throw the frog off. If they succeed, the roles are reversed. If they do not, the other jumpers follow and also try to remain seated. When all the frogs are on the stand they try to break it. If the stand can keep up with all their jumping and moving for a count of ten, it is their turn to be frogs. If they do not succeed they have to be the stand once again.
If one of the frogs is thrown from the stand the teams also have to change roles.

*Children really enjoy games of rough and tumble when they are around the age of fourteen and fifteen – they just want to have fun. They like to feel their bones and muscles. Even if they sometimes treat each other rather roughly, this merely heightens their enjoyment.*



### 248 Leap frog

– *from 10 years old*

The child bends over with one foot against the edge of the pavement or line. All the players now jump over him one by one. When all the players have jumped, he stands in the place where the last player landed. This makes jumping more difficult because it is not so easy for the children who are jumping to make the jump. If they think they won't make it, they call out: "In one" or "In two". This means that they can take one or more steps between the line and the child they are jumping over before they actually jump. Anyone who does not make it, throws over the child who is bending over or steps on the line, has to bend over themselves.

### 249 Marbles

– *from 7 years old*
– *5 players*
– *marbles*
– *outside game*

In principle, a distinction can be made between two basic forms of marbles. Playing with a "pot" goes like this:
The children dig a hole about five centimetres deep and ten centimetres wide, removing the earth so that the ground around the pot is as smooth as possible (for about three paces). The players take up their positions behind a line which is about three paces from the pot. There should not be more than five players. The order of play is determined by drawing lots or with a counting game. The first one throws his marble and tries to get it in the pot. He is followed by the second, and so on. Not all the marbles will land in the pot, but if they do, the last player may take all the other marbles out. If there are still a few marbles lying around the pot, the first one starts again with the marble that is furthest away – though it is not thrown this time, but flicked with a curved index finger. If he manages to get it in the pot he can play the marble which is furthest removed and this goes on until he has shot all the marbles into the pot or made a mistake. Then it is the next player's turn. He also starts with the marble that is furthest away. The player who manages to get the last marble into the pot is the winner.

– *from 7 years old*
– *5 players*
– *large and small marbles*
– *outside game*

The second game goes like this. A small circle with a diameter of about one foot is drawn on the ground and a large one about three feet across is drawn concentrically around it. All the players take up a position somewhere outside the large circle and throw a large glass marble into the middle so that it lands as close as possible to

the smaller circle. This determines the order of players. Everyone places the same number of ordinary marbles in the smaller circle. Then all the players stand behind the large circle and the first one can begin. With his large marble he aims at the smaller circle and tries to knock out at least one of the marbles in that circle. If he succeeds, he can have another go and keep on going as long as he manages to shoot the marbles out of the circle. When he misses, it is the next player's turn. When everyone has had a go, they all throw from the place where their large marble is at that point. In this way every player is rewarded for his skill. When the circle is empty, the game starts again. If ever one of the large marbles remains in the small circle – which does not happen very often – it can be taken out by paying a fine of three ordinary marbles. However, the next go must be taken from behind the large circle. If the child cannot pay the fine of three marbles he must stop playing and watch the others playing for his marble (up to 14 years old).

*In the past, marbles really were made of marble, but nowadays they are mostly made of glass or clay. Marbles have been popular for thousands of years, and even modern technical toys have not banished this game. Once the winter is over and the ground is no longer chilly, the earth has a new strength and children feel this. In a game of marbles they express this unconscious inner urge in a suitable way. The activity makes them feel good because it is entirely in accordance with the way they feel.*

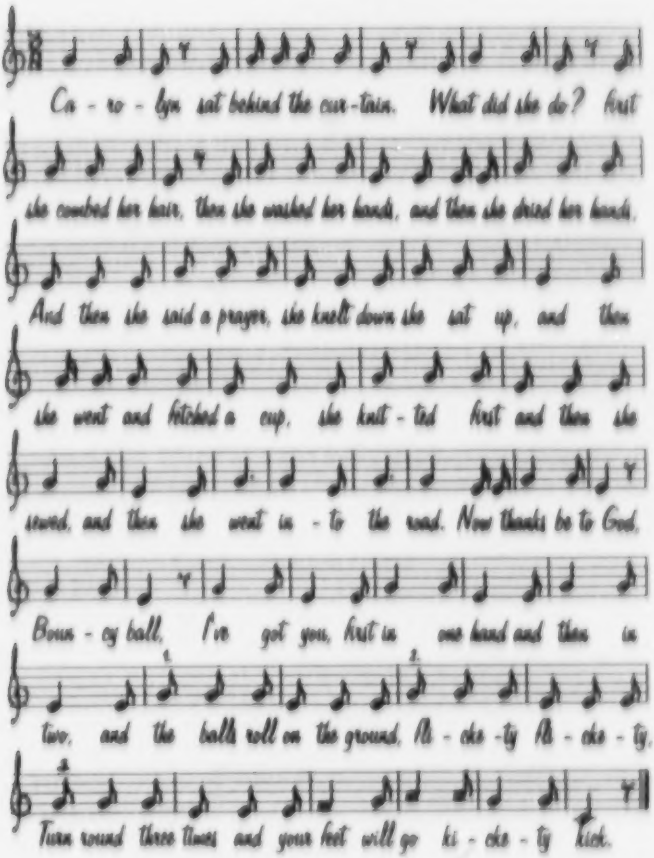
*The two marble games are very characteristic and quite different. One is a more earthly aspect, the other a sunnier aspect of the same process. In one game the marbles must be aimed into the pot, while in the other, they must be flicked out with a large glass marble. Girls prefer the first version, while boys prefer the second. The passive and receptive quality of human nature is contrasted here with the active outgoing character.*

### 250 Ball game

– *7-10 years old*
– *a ball*
– *outside game*

For this game you need a small ball which bounces well. At every line the child throws the ball against the wall, lets it bounce once, and catches it again. In between throwing and catching the ball, the children carry out the movements which are described in the game:

1. Winding the hands very quickly.
2. Clapping hands three times.
3. Stamping the right foot three times.


Co - ro - lyn sat behind the cur-tain. What did she do? first
she combed her hair, then she washed her hands, and then she dried her hands.
And then she said a prayer, she knelt down she sat up, and then
she went and fetched a cup, she knit - ted first and then she
sewed, and then she went in - to the road. Now thanks be to God.
Bow - cy ball, I've got you, first in one hand and then in
1. 2.
two, and the ball roll on the ground. A - cke - ty A - cke - ty,
3.
Turn round three times and your feet will go i - cke - ty kick.

### 251 Exercises with a ball

– *7-10 years old*
– *a ball*
– *outside game*

Exercises with a ball are very popular with girls. They throw the ball against a wall and catch it again. There are two different levels of this game: at the first level, the ball is always thrown and caught in a special way; at the second level, the ball is not caught but is hit back in a special way a particular number of times.

First level:

1. Throw with the right hand, catch with two hands.
2. Throw with the left hand, catch with two hands.
3. Throw with the right hand, catch with the right hand.
4. Throw with the left hand, catch with the left hand.
5. Throw with the right hand, catch with the left hand.
6. Throw with the left hand, catch with the right hand.
7. Throw the ball, clap three times, catch.
8. Throw the ball, wind the hands, catch.
9. Throw the ball, turn around, catch.
10. Back to the wall, throw, turn round, catch.
11. Left hand on the back, throw over the head, catch.
12. Right hand on the back, throw over the head, catch.

Every exercise should be repeated ten times.

Second level:

10x in a row with the open hand (chatterbox).
9x in a row with the right fist (black poodle).
8x in a row with the left fist (white poodle).
7x in a row with hands stretched out together (mussel).
6x in a row with folded hands (bench nut).
5x in a row with the inside of the elbow (scissors).
4x in a row with the head (buffer)
3x in a row with the chest (shield).
2x in a row with the knee (frog).
1x in a row with the foot (fish)

*Up to the age of ten, the child finds it quite difficult to master the techniques of throwing and catching as such. The exercises of the first level are very suitable for this. Holding and catching the ball is particularly important, because this is how the child becomes aware of his individuality. This stage should not be missed out and it is important to pay enough attention to it because it is necessary for the development of the whole person. Reaching for and hold-*

*ing a ball is something which a child wants to do at a particular stage because he is not yet very familiar with earthly things as a result of his essential qualities. However, at the age of eleven or twelve, when he has acquired enough assurance, independence and firmness these ball exercises should start to have a more mobile character. A ball flying to and fro is a living thing. It confronts the child with very different problems than before. The purpose and task is to dedicate the whole body to the lively play of forces and this can be a very effective means of opposing an exaggerated emphasis on intellectual processes.*

### 252 Ball exercises, jumping

– *from 7 years old*
– *a ball*
– *outside game*

It is not very difficult to keep a ball in motion by bouncing it on the ground all the time. However, the exercise is more difficult if one leg is passed over the ball before it is hit back, or if you jump over the ball with both legs, pass the ball around the body, hop around it or make it bounce over folded hands and so on.

*The phenomenon of the bouncing ball is something which can be used to great purpose because it opposes a tendency to laziness. A high percentage of girls between the ages of seven and fourteen tend to be rather passive and have a dull sense of their physical self, so that the body does not express itself. However, at this age the spiritual essence of the child should still be closely linked with the vital stream of life forces, and activity should be of overriding importance.*
*A child who prematurely surrenders to his metabolic processes will wish to catch up with what he missed out at the right time and will surrender himself to all sorts of influences without the proper protection, because the necessary activities of his own soul have been asleep. The ball bouncing up and down can have a stimulating effect in this respect and if a child plays with it for some time he will form a healthy relationship with the activity.*

### 253 Swinging

– *from 7 years old*
– *a swing*
– *outside game*

Every healthy child loves swinging. While an adult prefers to concentrate on undeniable facts with his complicated consciousness, the child enjoys motion and change. His body is still completely experienced through the soul. Between the ages of seven and fourteen the child is exceptionally sensitive to rhythmic and swinging movements.

*A child should always have the opportunity of swinging as much and as often as he wants. There is no need for concern that he might overdo it because as the child gets older his body becomes firmer and he increasingly prefers activities which are based on the will and on the emotions. However, as this tends to happen too early rather than too late, the child should be given every chance to stay in his "heaven" as long as possible.*

### 254 Climbing

– *from 7 years old*
– *outside game*

Climbing is also a game. Every healthy child sees a tree which can be climbed as an invitation. He feels called upon to try it. When he reaches the first branch he wants to go on, and eventually finds a place where he can hide and feel secure. The child's soul has a strong sense of being at home in the heights. It is no coincidence that the love of climbing disappears at the age of thirteen or fourteen. Heights are no longer so attractive because the attractions of earth have become too great.

Even at this age it does no harm to practice climbing, but the activity should be seen in a very different light. As a trial of strength and achievement, it can be an important contribution to strengthening a youngster's sense of independence and his feeling that he can rely on his arms. However, this is no longer climbing as practised by little boys, which remains with the child all his life as an unforgettable experience. The elementary force of human endeavour is expressed in the act of climbing, and children who reveal a particular love of climbing, also reveal this trait later on.

Climbing frames, rope ladders, ropes and poles which resemble the rigging on a ship or more complicated structures in all sorts of sizes should therefore be included in every playground, as essential accessories.

### 255 See-saws

On a see-saw you balance around a fixed central point. When you come down you push powerfully and you go up again. The other person on the see-saw makes sure you do not stay up too long.

– *from 7 years old*
– *see-saw*
– *outside game*

*This harmonious activity can have a very strong effect on the child's inner self because he is still seeking a balance between above and below. Forces from the past try to keep him away from physical elements, while forces of the future try to link him with the earth. A practical balance can be discovered in this activity not only as an external phenomenon; it can also have a profound effect on the soul (up to the age of thirteen).*

### 256 Walking on stilts

Like any other physical activity, walking on stilts is also suitable for teaching a child particular skills. In the first place, it develops a sense of balance, but it does more. When he walks on stilts, a child cannot surrender to passivity, but is forced to move with a degree of care and reflection. This can help him to order his burgeoning intellectual processes.

– *from 7 years old*
– *stilts*
– *outside game*

### 257 Roller skating

– *from 7 years old*
– *roller skates*
– *outside game*

Girls particularly love roller skating. This is a shame in the sense that it is boys who particularly need to practise roller skating. Nowadays one of the aspects of physical exercise which does not get sufficient practice between the ages of seven and fourteen is the mercurial quality of movement. Movement should be carried as a harmonious flow, and it should not be wooden or angular. The child should feel in control of his limbs. He should be agile and there should be some grace in his movements as a sign that he is full of healthy life forces. Roller skating has a flowing, floating, gliding movement and, as a child's very soul is influenced by movement, roller skating has the effect of putting children in a dreamy mood. The consciousness is transferred away from the head and the nervous system to the rhythmic system, respiration and circulation. When tranquillity and harmony are restored to the flow of movement in the child, he can find the way to his inner self more easily. He becomes happier, freer and feels less constricted.

### 258 Skating

– *from 9 years old*
– *skates*
– *outside game*

Skating is a sophisticated version of roller skating, like a sort of elaboration. You start by skating quickly forwards and backwards and this is followed by simple curves, figures, zig-zag patterns, difficult turns, steps, jumps, pirouettes, circles, dances and patterns. All these movements together create a magic world for anyone who gradually grows into it with practice and persistence, and new miracles are constantly experienced. With good teaching it is possible to learn an incredible amount in a single winter, and in fact the learning process never stops. There is an almost infinite range of possible movements which are interconnected by a mysterious law. However, this law is based on the three components of strength, beauty and harmony. Every character, every disposition and every temperament will discover the most suitable movements on the ice. Skating is not an activity for primitive forms of expression, but requires a degree of inner culture and reveals its true character only to a person who wishes to show his best side. It is extremely difficult for youngsters today to reveal this true character within themselves when they are skating. After

all, it is much easier to put on a pair of ice hockey boots and tear across the ice as though they are possessed, without any respect for themselves or for others. The need for a higher level of development which should also be expressed in the movement seems to have been lost and been replaced by a demonic counterpart. However, the constant practice of figures, steps and jumps can change a young person, raising him to a higher morality, and the more he practises and can achieve, the more clearly his true essence will reveal itself.
However, every movement must be clearly experienced, certainly on ice, which itself requires clearly defined limitations, certainty, fitness and a purity of design. Skating is a sport of the future, because the development of man is aimed at the mastery of feelings and habits.

### 259 Archery

Archery is one of the most popular activities in twelve and thirteen-year-olds. Sooner or later, everyone should have a chance to shoot with a bow and arrow at this age. The more powerfully the bow is pulled back, the further the arrow will fly. This apparent logic complements an inner logic: the further I penetrate into the depths of myself, the better I will understand the world around me and the more closely I will be connected to the world. A superficial observer does not make a good archer, because he does not stand back enough and his bow is not sufficiently taut.

– *from 12 years old*
– *bow and arrow*
– *outside game*

In educational terms, archery prepares for the transition from an inner life to an outer life, which plays a great role around the age of twelve. All sorts of processes take place in a boy's inner life for which archery serves as an equivalent. In girls a similar development can be seen around the age of seventeen. Again there is a transition which moves from inner qualities to physical qualities. Therefore, archery should be practised seriously, and even artistically, with good quality bows and arrows and according to certain rules. This applies both to long distance shooting and to shooting at targets.

## 3.7 GAMES OF BLIND MAN'S BUFF

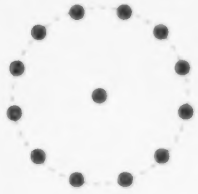
### 260 Blind man

– *8-10 years old*
– *a blindfold*

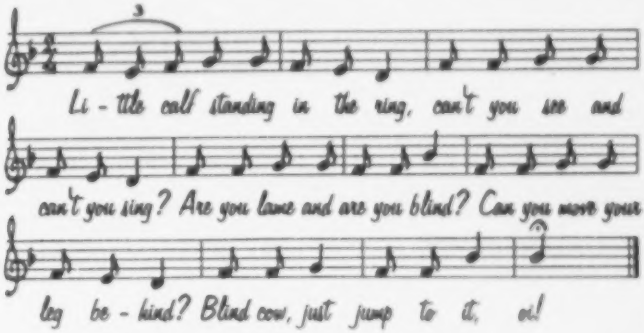
This is a hearing exercise.
One of the players is blindfolded and sits in the middle of a circle. He holds a stick in his hands and, uttering a word or making a sound, points at one of the children in the circle. The child who is pointed at must repeat this word or sound and the blind man listens carefully to see if he can recognize the voice.
The player in the circle can distort his voice. If the blind man recognizes the player in the circle, they change places; if not, he goes on until he does recognize one of the players in the circle.

### 261 Blind cow

– *7-9 years old*
– *a blindfold*



The game of blind cow is played in all sorts of different ways. One version which is suitable for children goes as follows:
The children stand in a circle holding hands. One child is blindfolded and stands in the middle. Then they sing the following song:


3
Li - ttle calf standing in the ring, can't you see and
can't you sing? Are you lame and are you blind? Can you move your
leg be - hind? Blind cow, just jump to it, oi!

When the song is finished, the blind cow tries to catch one of the players in the circle. The person who is caught takes over the role as the blind cow. The game starts again with the song. While the child is still at an age at which fairy tales appeal, he can identify with the content of this song, but later on the content must become more realistic:

The players no longer stand in a circle, but are spread throughout the playing area. The game starts with a happy question and answer chant: – *from 9 years old*

Players: "Blind cow, come with us."
Blind cow: "I cannot see and so I won't."
Players: "Blind cow, we will lead you."
Blind cow: "What have you got? Then tell me."
Players: "Buttermilk."
Blind cow: "I haven't got a mug."
Players: "Then find one, you silly mug."

According to another version of this game, every player who is caught is sent to the barn. When half a dozen cows have been sent to the barn, the herd is complete and a new blind cow is chosen.

*Mockery always requires a certain degree of inner independence and a sense of personal worth. Therefore, this game should not be played until the child's inner awakening, i.e., not before the age of nine. It would be superficial to see this game as merely a way of passing the time. The blind cow suffers not from physical blindness, but from a spiritual blindness, and it does not really represent an animal, but the human soul, which still lives in an atmosphere that is unrelated to pragmatism and egoism during the first years of life. However, as children become older and more independent, the character of their soul also changes, developing traits which are related to the creature. Their drives and passions awaken and there is a stronger relation to physical things. They become blind to others and to the happy, mobile, harmonious and unconcerned aspects of life. Nevertheless, a clear sense of these things remains, even in the adult who cannot forget the child in himself or – and this is the same thing – the soul's country of origin. People who are no longer able to play the game of blind cow lack this, because an aspect of the heritage of man's true essence has been snowed under in them.*
*That is why games of blind man's buff are very valuable for children, because the imagination is stimulated in a way unparalleled in any other game. It acquires a deep meaning, everyone is completely dependent on themselves and to a large extent removed from the stimuli of the outside world. The child experiences this as a great boon and constantly asks to play these games. In addition to appealing to the imagination, it also stimulates the ability to*

*concentrate, for example, when it is a matter of reaching a particular spot which has been carefully memorized in advance, while blindfolded. Games of blind man's buff are not primarily concerned with the development of physical strength, but with exercising the powers of the soul.*

### 262 Removing the blindfold

– *from 7 years old*
– *2 players*
– *2 blindfolds*

Each player must try to remove one of the other player's blindfold before being hit three times.

### 263 Three against one

– *from 7 years old*
– *4 players*
– *4 blindfolds*

All four players are blindfolded. One of the players must be caught by the others, who must hold him and ask him his name. If they have the wrong one, they must let him go. This results in all sorts of funny mistakes which are particularly amusing for observers.

### 264 Jacob where are you?

– *from 7 years old*
– *2 players*
– *2 blindfolds*

Jacob is the farmer who has spent too long in the pub. His wife Daisy waits for him with a wet towel to give him what for when he gets home. When she asks: "Jacob where are you?" he must answer: "Here!"

### 265 Blind witch

A number of large tables are placed in such a way that some narrow paths are created which open onto a gate represented, for example, by two high jump stands. It is possible to pass the gate guarded by the blind witch from outside through the middle. The traveller must pass through the gate, while he is blindfolded, without being caught by the witch.

– *from 7 years old*
– *a number of tables: 2 high jump stands*

### 266 Blowing out a candle

The player stands about fifteen paces away from a burning candle. He memorizes the spot carefully, puts the blindfold on, and tries to blow out the candle within a minute, keeping his hands behind his back.

– *from 7 years old*
– *a candle*

### 267 Surrounding the goal

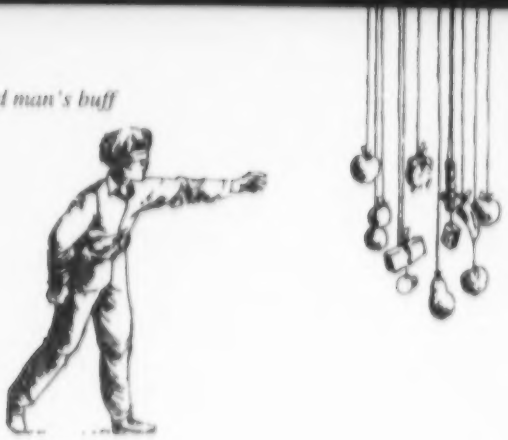
A bar of chocolate or bag of sweets is placed on the ground. A player stands about fifteen paces away and memorizes the spot. Then he is blindfolded, walks forward, stands still in front of the object and walks around it. If he succeeds, he may keep it.

– *from 7 years old*

### 268 Cutting the thread

Armed with a large pair of scissors, the player walks up to a number of threads which are hung up with something hanging from each thread. The players can keep anything which they manage to cut off.

– *from 7 years old*
– *a pair of scissors*



### 269 Picking apples

– *from 7 years old*

This is the same as the last game, but the object must be felt with the hand. The player may not move his hand to the left or the right.

### 270 Smashing a pot with three hits

– *from 7 years old*
– *a flower pot; a stick*

Some sweets are hidden under an old flower pot. The children don't know what is underneath the pot. The player stands ten paces away from the pot and memorizes its position. Then he is blindfolded. He may not move his stick – which is about an inch thick – from side to side. Every player may hit down with the stick three times but may never walk with the stick dragging along the ground. If you do not have a flower pot, a large tin can also be used but it is much more fun to find something good and delicious to eat from under the shards of the pot.

### 271 Smashing a pot, counting

– *from 7 years old*
– *a flower pot; a stick*

Every player may hit ten times with the stick, but must do so in less than a minute. The person who has smashed the pot with the fewest hits is the winner and is given an extra prize in addition to what was under the pot.

### 272 The good fairy and the wicked fairy

This time, there are three pots. The good fairy has hidden something good under the pot in the middle. The bad fairy has hidden something bad under the pots to the left and the right. The aim is to choose the right pot.

– *from 7 years old*
– *3 flower pots; a stick*

### 273 Three pots, but which one?

The prize is hidden under one of the three pots, but no one knows under which one. If the child chooses the wrong pot, he must place something under the right pot. Every time the right pot is chosen, they are all changed round.

– *from 7 years old*
– *3 flower pots; a stick*

### 274 Hitting with a stick

In the circle there is a post which is about one metre high. A stone is placed on top of the post. The child who manages to get the stone off wins a prize. You can hit with a stick as much as you like but you only have one minute.

– *from 7 years old*
– *a post with a stone on it; a stick*

### 275 Hitting the target

The player carefully memorizes the position of a target and then goes for it with a stick with an iron point. If he manages to hit the target, he wins.

– *from 7 years old*
– *a target; a stick with an iron point*

### 276 Everyone against one

Ten children are blindfolded in a fairly small space. The eleventh carries a bell and can see. He must constantly ring the bell. The others have to surround him and the first one to catch him takes over the bell.

– *from 7 years old*
– *11 players*
– *a bell*

### 277 Joker's head

– *from 7 years old*
– *2 players*

Two blindfolded players hold hands and try to reach a goal about twenty metres away. One of them wants to go in one direction; the other in the other direction. This can be fun.

### 278 Fire!

– *from 7 years old*
– *2 players*
– *2 blindfolds*

Two players stand about twenty metres apart. Each one carefully memorizes the position of the other player. Then the players are blindfolded. They walk towards each other and must shake hands. If they pass each other by, the observers call out: "Fire!". The successful couples are rewarded.

### 279 The enchanted castle

– *from 7 years old*

The castle is guarded by two guards standing in front of a gate which is six metres wide. Anyone who can pass by them without being caught is the owner of the castle. All the players are blindfolded. The intruder must walk on tiptoes. This is a very exciting game.

### 280 Spanish donkey

– *from 7 years old*
– *2 players or groups of 2 players*
– *sticks 2 metres long*

One player is blindfolded and places a stick two metres long under each armpit, sticking out at the front in such a way that he can hold the ends with his hands. Another player who can see, holds the long ends at the back and they start moving. They have to walk a certain route. The driver describes a bridge, an inn and so on. When the donkey has completed the whole journey successfully, his travels are over. This game is even more fun as a race.

### 281 Night watchman

The children form a snake, with every child holding onto the clothes of the child in front of him. The first one has a bell which he rings all the time. If the nightwatchman, who is blindfolded, manages to catch one of the children in the snake, that child becomes the new nightwatchman.

– *from 7 years old*
– *a bell*

### 282 Luring the devil from hell

The blind devil crouches down in a circle which represents hell. The other players stand around him and the first one says:
"Devil, where shall I go?"
Then the devil could answer for example:
"Seven paces and then stand still."
The next player then asks:
"Devil, where shall I go?"
Devil: "One pace and then stand still", and so on.

– *from 7 years old*

When all the players have asked the question and the devil has answered them, the first child calls out:
"Devil, devil come here quick,
If you find me, I am yours."
The devil stands up and has to find this child. If he touches another child, that child is free and the devil goes back to hell and it is the next child's turn. Anyone who is found by the devil and is identified with his correct name, must take the devil's place.
This is an entertaining and exciting game, but should not be played after the age of eleven. At that age the imagination is no longer as strong and makes way for a more realistic view of the world.

## 3.8 JOLLY GAMES FOR YOUNG AND OLD

### 283 Sack race

– *from 7 years old*
– *hessian sacks*
– *outside game*

The players step into a strong (hessian) sack and race against each other. The ground should be soft, i.e., grass or sand.

### 284 Obstacle sack race

– *from 7 years old*
– *hessian sacks; a dish of blueberries; a dish of cream*
– *outside game*

The sack is tied round the neck. At the turning point of the race there is a dish of blueberries (or other soft fruit) and a dish of cream. They both have to be eaten with the mouth as a prize for getting there. It is extremely funny to see the children hopping back with their faces covered in food.

### 285 Egg and spoon race

– *from 7 years old*
– *spoons; porcelain eggs*
– *outside game*

The players hold a spoon in each hand with a porcelain egg in it, and have to run around a turning point. This race is even more difficult if they have to pass obstacles on the way.

### 286 Mouth and hands

This is the same as the last game, but this time the children hold a spoon with an egg in it in their mouth. The most difficult thing is to run this race with a spoon in both hands and a spoon in the mouth.

– *from 7 years old*
– *spoons; porcelain egg*
– *outside game*

### 287 Potato picking

There are three baskets with two to three kilos of potatoes on one side of the field, and three empty baskets, twenty paces away. The three players must carry the potatoes in their hands from one basket to the other. Anyone who loses a potato on the way must pick it up straightaway. This sort of race is guaranteed to be hilarious, and the winner gets a prize.

– *from 7 years old*
– *3 players*
– *6 baskets; 6-9 kilos of potatoes*
– *outside game*

### 288 Dressing up race

The children start off wearing their gym clothes. At the beginning and end of the course there are different articles of clothing: trousers, jacket, top hat on one side and a long skirt, blouse and hat on the other side. When the starter blows the whistle the players dress up in the men's clothes, quickly run to the other side, change clothes and return dressed as women. Each team consists of six players. Dressing up in this way gives rise to all sorts of comical situations and should be included as part of any summer party. The dressing up can be further complicated by including shoes, a walking stick, an umbrella etc.

– *from 7 years old*
– *various articles of clothing*
– *outside game*

### 289 Shoe-box race

– *from 7 years old*
– *empty shoe boxes*
– *outside game*

Each runner piles three or four empty shoe-boxes on his head, but may only hold onto the bottom one. Then the race can start. In this game the players can show whether they can master the technique, because some objects are very difficult to control.

### 290 Waiter race

– *from 7 years old*
– *trays; bottles; glasses*
– *outside game*

A tray with a bottle and several half-full glasses has to be taken to a particular spot. The winner is the one who has spilt the least.

### 291 Dressing up race

– *from 7 years old*
– *various articles of clothing*
– *outside game*

A rather old-fashioned set of clothes, consisting of at least five articles of clothing, are put on as quickly as possible. There is a table full of good things to eat at the end of the race. The first one to reach the table can choose the best food.

### 292 Mountain climbing

– *from 7 years old*
– *slide or smooth, wide plank*
– *outside game*

For this game you need a slide or a strong, wide plank stood diagonally against a wall. Some good things to eat are placed at the top. The players should be wearing gym clothes. It is possible to make the plank even smoother, for example, with soft soap.

### 293 Rolling bar

A fairly slim tree trunk is put up horizontally at a height of one metre in such a way that it easily turns round. The children try to run across from one end to the other which is not easy because it is difficult for them to get their balance. There should be a mattress of wood chips underneath the bar. This little test of courage acts as a strong stimulus for children between nine and ten years old.

– *from 7 years old*
– *9-12 years old*
– *tree trunk*
– *outside game*

### 294 Turning plates

The child spins a plate round on a large table and then runs round a chair about three metres away. If the plate is still moving when he gets back to the table, he is given a prize. For adults this is usually quite an easy trick, but children often have great difficulty being sufficiently agile. That is why the game is very stimulating and the players are really pleased when they succeed.

– *from 7 years old*
– *chair; table; plates*
– *outside game*

### 295 Sweeping race

Two buckets of wood shavings or leaves are emptied onto two equally large areas and have to be swept back into the bucket, leaving nothing on the floor. Each player has a dustpan and brush to do this. Sweeping races can also be done in teams. The determination, seriousness, and clumsiness of the children sometimes give this race a tragi-comical quality.

– *from 7 years old*
– *buckets with wood shavings or leaves; dustpan and brushes*
– *outside game*

### 296 Boar hunting

– *from 7 years old*
– *bag of wood shavings, blunt spear*
– *outside game*

A bag is filled up with wood shavings so that it resembles a boar. The boar is then suspended with a rope at the front and back. With ropes tied to the sides, the boar is moved in such a way that it is difficult to hit it with a blunt spear from a distance. Aiming the spear at a moving target poses special problems, and every hit is rewarded.

### 297 Barrel racing

– *from 7 years old*
– *a barrel*
– *outside game*

Few children are so agile with their feet and have such a developed sense of balance that they can move along walking on a barrel, not holding onto anything. This exercise is too difficult, and in many cases too dangerous. The dangers can be restricted by walking the barrel in a sandpit so that the barrel cannot move to the left or right, and there is sufficient resistance to stop it from moving forward out of control.

### 298 Leaping with a coin

– *from 7 years old*
– *coin; high jump stand or post*
– *outside game*

This game is good fun, very entertaining and exciting. You need a coin and a high jump stand, or a post which is flat at the top so that the coin can be placed on top of it. Anyone who can manage to place the coin on top of the post as he runs along and jumps up is the winner, and may keep the coin or gets a prize. This trick can also be tried with a springboard or from a horse in the gym. It looks very easy but is actually very difficult.

**299 Quoit throwing**

A broomstick is placed in the ground and three metres away there is a rope suspended at waist height. Everyone is given six quoits and anyone who manages to throw three over the broomstick is a winner.

– *from 7 years old*
– *broomsticks; rope; quoits*
– *outside game*

**300 Tin can throwing**

A number of empty tin cans are piled up in pyramids. The bean bags are thrown at the tin cans from a distance of five metres. Anyone who manages to throw over all the tin cans deserves a prize.

– *from 7 years old*
– *bean bags; tin cans*

**301 Barefoot race**

Everyone must take off their shoes and place them in a circle with a diameter of 3-5 metres. There is a line about 25 metres away from the circle and the children all line up behind it in bare feet. The starter counts to three and the children run to get their shoes and back to the starting line. The first one to get back with his shoes is the winner. Pushing the shoes of the other children away is permitted.

– *from 7 years old*
– *outside game*

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*Forthcoming book*

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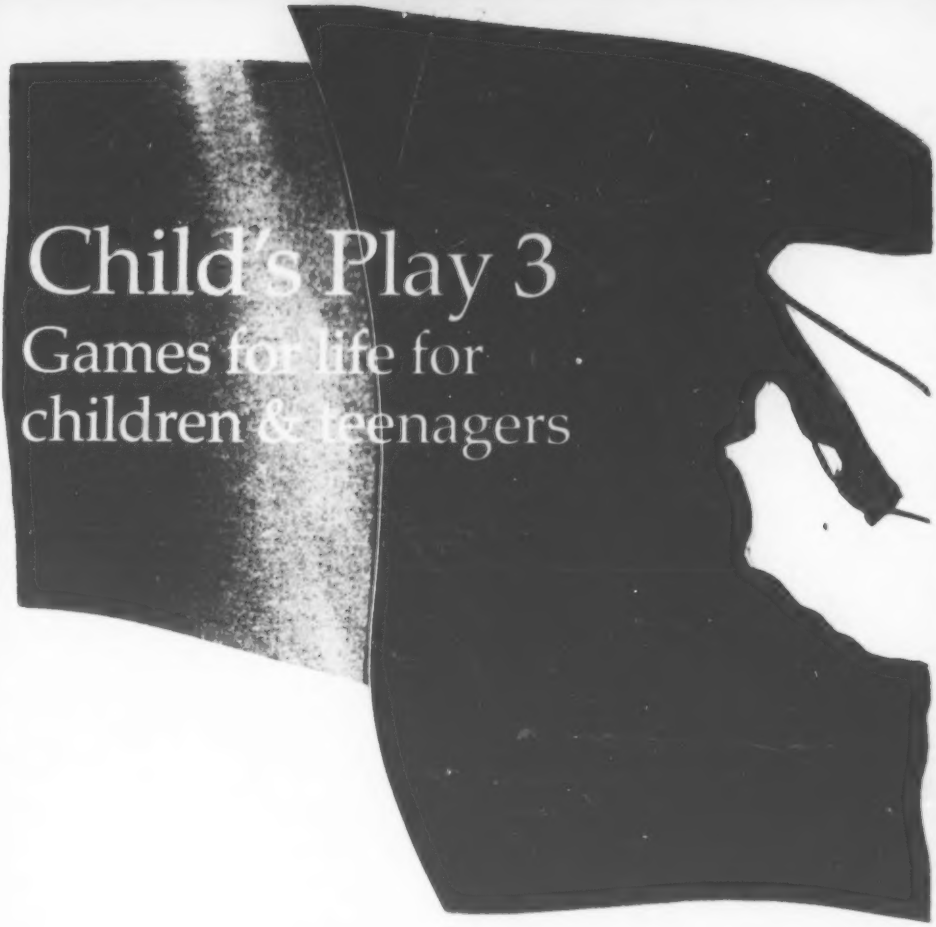

# Child's Play 3

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